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ABSTRACT

This compendium of career education activities serves as a guideline for teachers intending to infuse career education into their present activities. The eleven major subject areas are art, language arts, math, music, science, social studies, drivers education, English as a second language, health, physical education, and Spanish. Each subject area is further broken down by course; i.e., courses offered under science include physics, health, and ecology. Further, each course is categorized by "topic or unit" and each of these topics or units are further divided into "activities." Each activity is described fully; activities of significant value may be located in several subject areas. The final section of this document cross references the materials by occupational cluster. (CT)

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Ceres Compendium of Career Education Infusion Activities

Grades 7 – 12

CAREER EDUCATION
CERES
RESPONSIVE TO EVERY STUDENT

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Revised
1977

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Ceres Compendium of Career Education Infusion Activities

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The aim of Career Education is to develop individuals who can achieve a meaningful career existence in which they can function for both personal and common good. Students determine their occupational and personal interests, develop academic and occupational competencies, career knowledge and other skills over a considerable span of time in many curriculum areas. Therefore Career Education can only be successful if it is infused in not one but all disciplines, and over a significant number of years.

Compendium Rationale

Ceres Unifed School District was the recipient of a special three year federal grant to develop career education. Only two such grants were given in California, one in urban Orange County, and one in rural Ceres. The purpose of the special grant is to develop a model or exemplary career education programs. The unique Ceres program is a preschool through fourteen program administered solely by the Ceres Unified School District.

Again in 1975 – 76 the Ceres Unified School District received one of the 80 nationally funded Career Education Projects granted by the Career Education Office of USOE.

The Ceres Unified School District is now a National Demonstration Model for Career Education.

Ceres Unified School District
National Demonstration Model
for Career Education

What a student does with his or her education is rapidly becoming a focal point for schools across the nation. Schools are evolving curriculum patterns which give greater emphasis to student career and life style choices.

Career Education is the term which attempts to encompass this broad spectrum of educational enterprise. It is not "just" Vocational Education and not "just" Academic Education but a blend of academic subject matter, knowledge about career options, decision making skills, self awareness, along with technical training and occupational information.

So expansive are Career Education concepts that they cannot be taught as an individual course, rather they must be infused as an integral part of each course offering in the curriculum. By adding Career Education activities to existing classroom functions in each discipline, students can be assured of a comprehensive educational program which still has all the "academics" but which is also made more relevent to them in terms of life expectations.

Introduction

The compendium is organized by subject area but is extensively cross referenced so that materials also may be located by the occupational clusters to which they relate.

Subjects listed are those most commonly taught and are to be used as a guideline for teachers intending to infuse career education into their present activities.

There are 11 major subject areas: Art, Language Arts, Math, Music, Science, Social Studies, Drivers Education, E.S.L., Health, P.E. and Spanish

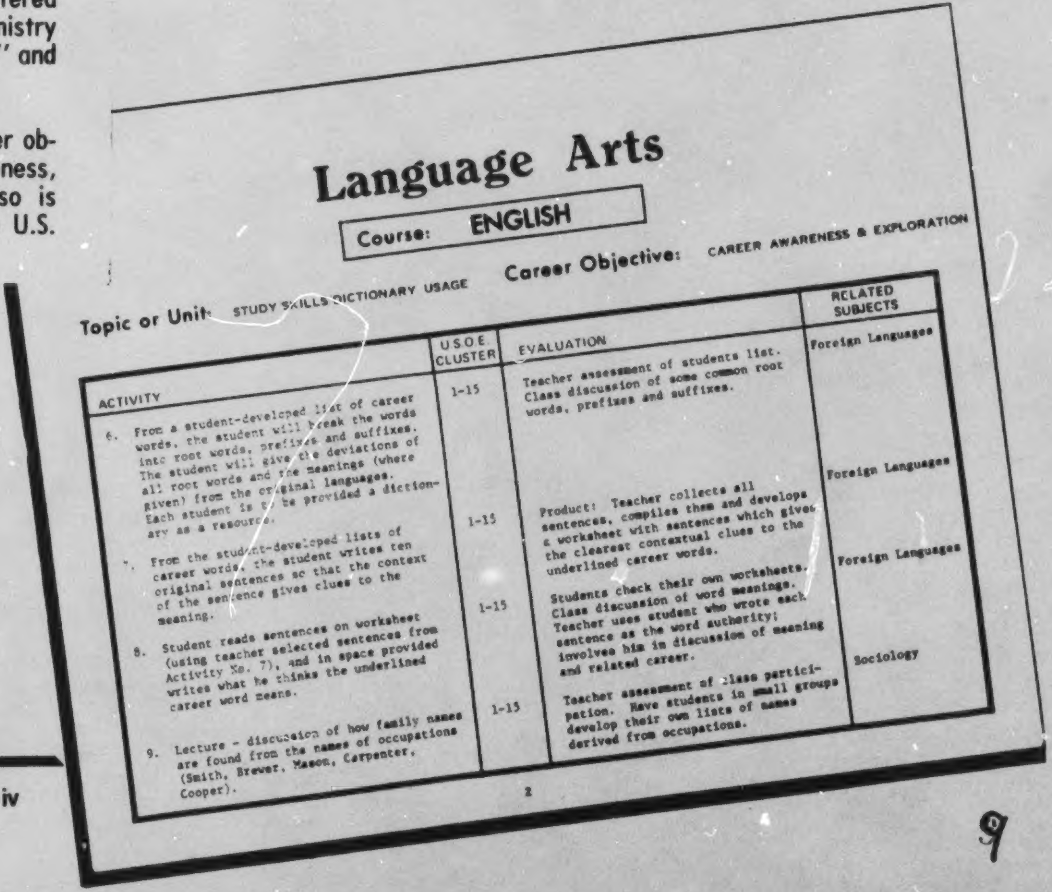
Each subject area is further broken down by course; i.e. courses offered under Science include Physics, Health, Ecology, Earth Science, Chemistry and Biology. Further, each course is categorized by "Topic or Unit" and each of these topics or units are further divided into "Activities"

As you will notice, each activity may relate to one or more career objectives which fall into the three broad categories of Career Awareness, Career Exploration and Careeer Preparation. Each activity also is referenced to the 15 specific career clusters identified by the U.S. Department of Education. (See P.V and VI of this section)

How To Use The Compendium

Each activity is described and especially created to fit easily into its respective curriculum. Activities of significant value may be located in several subject areas.

The final section of this document cross references the materials by occupational cluster, enabling any teacher interested in preparing students for a specific career area to see what kinds of activities might be taught in his or her subject field.



Language Arts

Course: ENGLISH

Topic or Unit: STUDY SKILLS DICTIONARY USAGE

Career Objective: CAREER AWARENESS & EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
6. From a student-developed list of career words, the student will break the words into root words, prefixes and suffixes. The student will give the deviations of all root words and the meanings (where given) from the original languages. Each student is to be provided a dictionary as a resource.	1-15	Teacher assessment of students list. Class discussion of some common root words, prefixes and suffixes.	Foreign Languages
7. From the student-developed lists of career words, the student writes ten original sentences so that the context of the sentence gives clues to the meaning.	1-15	Product: Teacher collects all sentences, compiles them and develops a worksheet with sentences which gives the clearest contextual clues to the underlined career words.	Foreign Languages
8. Student reads sentences on worksheet (using teacher selected sentences from Activity No. 7), and in space provided writes what he thinks the underlined career word means.	1-15	Students check their own worksheets. Class discussion of word meanings. Teacher uses student who wrote each sentence as the word authority; involves him in discussion of meaning and related career.	Foreign Languages
9. Lecture - discussion of how family names are found from the names of occupations (Smith, Brewer, Mason, Carpenter, Cooper).	1-15	Teacher assessment of class participation. Have students in small groups develop their own lists of names derived from occupations.	Sociology

1. Agri-Business and Natural Resources

Removing nature's riches from the earth and using the land to raise animals and crops. Jobs with oil, trees, rocks, animals and plants.

2. Business and Office

Typing, storing, studying, and distributing records of people's work. Jobs with typewriters, computers, copying machines and records.

3. Communications and Media

Getting information to people. Jobs with telephones, telegraphs, magazines, newspapers, books, radio and television.

4. Construction

All activities in building. Jobs with cement, plastic, wire, and tile.

5. Consumer and Homemaking

Jobs with food, clothing, and textiles, home furnishing, and families.

6. Environment

The protecting and saving of the natural things around us, including the repair of damage man has done. Jobs are concerned with land, water, air, and all living things.

7. Fine Arts and Humanities

Creating, writing, performing, and studying. Jobs with music, plays, dance, poetry, art, novels, history, and languages.

U.S.O.E. Career Clusters

8. Health

Care and repair of the human body and mind.

9. Hospitality and Recreation
Jobs related to spare or leisure time activities. Jobs in parks, hotels, clubs, sports, amusements, and hobbies

10. Manufacturing
The making of anything not found in nature. Designing, assembling, producing, packaging, advertising, and transporting.

11. Marine Science
All jobs concerning the oceans. Fishing, growing, studying, exploring, and harvesting.

12. Marketing and Distribution
Getting goods and services to the customer. Jobs in buying from the manufacturer, shipping, storing, advertising, and selling.

13. Personal Services

Working on or near individual people or animals. Barbering, hairstyling, undertaking, pet grooming, boarding, and training.

14. Public Services
Work which benefits groups of people. Teachers, police, firemen, government workers, military, and public utilities.

15. Transportation
Moving people and goods from one place to another. Airlines, railroads, ships, trucks, and buses.

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Language Arts

Language Arts

Course: ENGLISH

Topic or Unit: STUDY / SKILLS / DICTIONARY USAGE **Career Objective:** CAREER AWARENESS / EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
6. From a student-developed list of career words, the student will break the words into root words, prefixes and suffixes. The student will give the deviations of all root words and the meanings (where given) from the original languages. Each student is to be provided a dictionary as a resource.	1-15	Teacher assessment of students list. Class discussion of some common root words, prefixes and suffixes.	Foreign Languages
7. From the student-developed lists of career words, the student writes ten original sentences so that the context of the sentence gives clues to the meaning.	1-15	Product: Teacher collects all sentences, compiles them and develops a worksheet with sentences which gives the clearest contextual clues to the underlined career words.	Foreign Languages
8. Student reads sentences on worksheet (using teacher selected sentences from Activity No. 7), and in space provided writes what he thinks the underlined career word means.	1-15	Students check their own worksheets. Class discussion of word meanings. Teacher uses student who wrote each sentence as the word authority; involves him in discussion of meaning and related career.	Foreign Languages
9. Lecture - discussion of how family names are found from the names of occupations (Smith, Brewer, Mason, Carpenter, Cooper).	1-15	Teacher assessment of class participation. Have students in small groups develop their own lists of names derived from occupations.	Sociology

Language Arts

Course: ENGLISH

Topic or Unit: STUDY / SKILLS / DICTIONARY USAGE **Career Objective:** CAREER AWARENESS & EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
10. Career puzzles: Students complete word search, find & fit, crossword puzzles related to career vocabulary words.	1-15	Accurately completed puzzles will demonstrate achievement of C.E. objectives.	Social Studies Reading Foreign Languages
11. Students complete mazes inclusing a series or directions & questions which will lead from career to career, within a cluster.	1-15	Successful completion of individual maze will demonstrate achievement of C.E. objectives.	Foreign Languages
12. Students develop lists of words comprising the language of a particular job. (Find synonyms)	1-15	Teacher will assess lists in terms of spelling,accuracy of definitions & relevancy to that particular job.	Foreign Languages
13. The students research & list the vocabulary of a particular occupation under these headings: Standard usage & jargon.	1-15	Hand out dittoed lists to students	Sociology
14. The teacher will return the corrected list of job related words. Using the words to write sentences students will demonstrate awareness of the functions involved in the job & correct usage of the English language.	1-15	Teacher will assess the sentences in terms of grammer, spelling and accurate usage relative to the job area.	Sociology Foreign Lanugage

Language Arts

Course: ENGLISH

Topic or Unit: STUDY SKILLS/ORGANIZING DATA: CRITICAL THINKING

Career Objective: CAREER EXPLORATION, PREPARATION AND ATTITUDE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
15. What do you do in your spare time? Students create an autobiography of their leisure time activities. After compiling this information, students may categorize the occupations necessary to make this "fun" possible. Some students may want to decide whether or not this leisure activity could function if some of the occupations are removed.	1-15	Teacher evaluation of students written research. Critical evaluation and conclusions.	Sociology
16. From a student-developed list of nouns (adjectives, verbs) related to career interests, the student is to categorize each noun as friendly, neutral, or unfriendly to his prospective career. (See sentence parts; form class words). Teacher provides a form with three vertical columns.	1-15	Product. Class discussion aimed at expanding the lists in each category. Teacher assessment of class participation.	Foreign Languages Psychology Sociology
17. From the worksheet of categorized nouns, students write sentences which convey unfriendly, neutral and friendly attitudes about his career interest area.	1-15	Students read selected sentences aloud. Class discussion of the tone conveyed, whether the word has denotative meaning, or whether it has been used connotatively to suggest certain emotions. Teacher assessment of class participation.	Foreign Languages Psychology Sociology

Language Arts

Course: ENGLISH

Topic or Unit: STUDY SKILLS, ORGANIZING DATA: RESEARCH AND REPORTING

Career Objective: CAREER EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
18. Community Research Project. Students will interview parents, relatives, friends and neighbors about their occupations. Information may be compiled in the form of a written paper or organized on tape. After information is gathered, each student will present it to class. From total information gathered, a "community-gram" may be developed showing most prevalent types of occupations in the students community and outlying areas.	1-15	Oral presentation. Written papers and completed "community-gram".	Social Studies
19. What occupations are related to English? Have students choose an occupation which they think might depend on knowledge of English in some way. Research the occupation, finding material which might prove that English is important to his occupation and what particular parts of English are important. i.e. salesman, author, lawyer, judge, actor/actress, reporter, typist, secretary. Make a diagram interpreting this information.	1-15	Student projects submitted. Assess projects in terms of the accuracy of the data presented and the understanding of the clear need for English skills in the particular occupation i.e. 1. Reading 2. Writing 3. Speaking	Social Studies

Language Arts

Course: ENGLISH

Topic or Unit: GRAMMAR

Career Objective: CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
20. Choose a story from a magazine article about a certain occupation. Underline all verbs.	1-15	Teacher assessment; classroom participation; sharing of verb lists.	Foreign Languages
21. Show slides of various people at work at their occupation. Students make lists of action verbs which they associate with each picture.	1-15	Students compare lists in class discussion. Student assessment.	Foreign Languages
22. Have students find fifty verbs in newspaper articles relating to an occupation. Students are to produce clippings showing underlined verbs.	1-15	Teacher assessment. Do the verbs exist in an article relative to an occupation? Are they verbs?	Foreign Languages
23. Students make a list of nouns related to their career interest. (Library search, interview, career center, teachers in related areas. Students write sentences accurately utilizing career nouns.	1-15	Teacher assessment of lists and sentences. (Ask definitions of some career specific words).	Foreign Languages
24. Students make a list of verbs (transitive, intransitive) related to their prospective careers. Students write sentences accurately utilizing verbs related to their prospective careers.	1-15	Teacher assessment of lists and sentences. (Ask definitions of some career specific words).	Foreign Languages

Language Arts

Course: ENGLISH

Topic or Unit: GRAMMAR

Career Objective: CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
25. Students make a list of adjectives related to their prospective careers.	1-15	Teacher assessment of lists and sentences. (Ask defnitions of some career specific words.)	Foreign Languages
26. Students make a list of adverbs related to their prospective career areas.	1-15	Teacher assessment of lists and sentences. Are they adverbs? Are they used correctly in terms of the occupation.	Foreign Languages
27. Students take all lists (activities 23-26) and compose sentences combining as many of the various forms of class words as possible. Students underline each form of class word and write above, (noun, verb, adjective, adverb).	1-15	Teacher assessment of lists and sentences.	Foreign Languages
28. Students write sentences utilizing all four basic patterns; sentences to relate to students' prospective careers.	1-15	Teacher assessment of sentences in basic patterns. Do the sentences accurately demonstrate meaning when used in the context of a chosen career?	Foreign Lanuages

Language Arts

Course: ENGLISH

Topic or Unit: GRAMMER **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
29. Given an occupational brief which contains improper usage of speech and punctuation, each student will pick out how the errors will mislead the reader.	1-15	Group discussion: Students will discuss each error in terms how it might mislead the reader.	Sociology Psychology
30. Alternate activity: Each student will write an occupational brief in a chosen career area leaving out all punctuation marks. Briefs will be exchanged within the class and each student will punctuate the material.	1-15	Group discussion: Students will discuss how the insertion of punctuation marks changed the intent or meaning of the brief as it was orginally written.	Sociology Psychology

Language Arts

Course: ENGLISH

Topic or Unit: GRAMMAR — PUNCTUATION **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
31. From student sentences utilizing career nouns (verbs, adjectives, adverbs) students are to combine pairs of related sentences into compound sentences using the comma and coordinating conjunction accurately.	1-15	Product. Teacher assessment.	Typing Shorthand
32. Teacher selects student compound sentences utilizing career words, and develops a worksheet with student samples. Students mark sentences which do not make accurate use of comma and coordinating conjunctions, rewriting them.	1-15	Class discussion. Sentences read aloud. Students assess own work.	Typing Shorthand Foreign Languages
33. Class presentation on use of the comma to separate non-restrictive clauses in sentences. (utilizing career terms).	1-15	Class discussion of presentation.	Typing Shorthand Foreign Languages
34. Same procedure as in Activities 29 to form sentences with non-restrictive dependent clauses, related to students' career interests.	1-15	Product. Teacher assessment.	Typing Shorthand Foreign Languages

Language Arts

Course: ENGLISH

Topic or Unit: GRAMMAR — BASIC SENTENCE PATTERNS

Career Objective: CAREER EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
35. Students write letters to industries, et al., requesting career information in the students' interest areas.	1-15	Teacher selects sample sentences from students' work; compiling into a worksheet; evaluating students' ability to recognize patterns.	Foreign Language
36. Students complete a letter of application in an occupation of their interest.	1-15	Teacher selects sample sentences from students' work; compiling into a worksheet; evaluating students' ability to recognize patters.	Foreign Language
37. Students write reports as are required in their prospective careers.	2,3,6, 7,8,10, 11,14, 15	Teacher selects sample sentences from students' work; compiling into a worksheet; evaluating students' ability to recognize patterns.	Foreign Language

Language Arts

Course: ENGLISH

Topic or Unit: GRAMMAR - PUNCTUATION AND CAPITALIZATION

Career Objective: CAREER PREPARATION & CAREER SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
38. From a duplicated business letter (without punctuation and capitalization), students are to rewrite, supplying punctuation marks and capitals.	1-15	Students check their own, or exchange papers. Sentences read aloud, including all punctuation and capitalization. Problems discussed as they arise in the correction process. Percentage scores recorded.	Business Typing Shorthand
39. Excerpts from student business letters are taken and duplicated as a punctuation worksheet. Sentences are to be rewritten, where necessary, with accurate punctuation and capitalization.	1-15	Students read rewritten sentences aloud, indicating punctuation and capitalization changes made. Teacher assessment of participation.	Business Typing Shorthand

Language Arts

Course: ENGLISH

Topic or Unit: GRAMMER - COMPOSITION **Career Objective:** CAREER PREPARATION & CAREER SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
40. Students fill in blank sample resumes.	2,3,6, 7,8,10, 11	Teacher assessment of meaning based on word order. (Show student examples on overhead projector).	Journalism
41. Students complete a letter of application in an occupation of their interest.	2,3,6, 7,8,10, 11,12, 14	Teacher assessment of meaning based on word order. (Show student examples on overhead projector). Teacher assessment of sentence completeness. (Are there verbs and subjects? Are there fragments?)	Language Arts
42. Students write reports that are required in their prospective career areas.	2,3,6	Teacher assessment of meaning based on word order. (Show examples of various reports prior).	Social Studies Business Agriculture Health Service

Language Arts

Course: ENGLISH

Topic or Unit: COMPOSITION/ARGUMENTATION **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
43. Student writes an argumentative paper on a topic related to his career interest. i.e. "The American workers are an oppressed group whose economic crisis needs to be heeded."; "The environmental occupations have more intrinsic social worth than business occupations."; "Data processing and automation are doomed to obsolescence because man needs work."	1-15	Teacher assesses for strength of position, logic, paragraph development, punctuation, capitalization, spelling, etc.	Speech Social Science

Language Arts

Course: ENGLISH

Topic or Unit: COMPOSITION/ DESCRIPTION **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
44. Teacher provides photos showing people in a wide variety of work activities. Student selects a photo most nearly related to his career interest and develops a descriptive paper from the photo.	1-15	Teacher assesses for descriptive detai. intra-paragraph organization, paragraph development, punctuation, capitalization, spelling, etc.	Foreign Language
45. Visit a business. Describe the scene over a period of 30 minutes.	1-15	Teacher assessment through class discussion or written reports. A. Recognition of inadequate vocabulary to decribe the scene. B. Discriptive detail etc.	Journalism Business Vocational Arts Social Studies Agriculture

Language Arts

Course: ENGLISH

Topic or Unit: COMPOSITION/EXPOSITION **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
46. Student writes an expository paper on "Why you might like a career in ______________?"	1-15	Teacher assesses for clarity, sequencing of ideas, paragraph development, punctuation, capitalization, spelling, etc.	Foreign Language Psychology Sociology

Language Arts

Course: ENGLISH

Topic or Unit: COMPOSITION / CREATIVE WRITING **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
47. Create a society. Students will create a self-sufficient society, providing for as many human needs as possible. In the society should be provision for work opportunities, retirement, etc. If there are any new occupations created they should be described. Students will have to discuss and research what basic needs make a society work successfully. Maps of their ideal community may be created also.	1-15	Written project submitted and presented should include: a. Government b. Food production & distribution c. Housing d. Water sources & distribution e. Power sources & distribution f. Transportation	Social Studies Sociology
48. Students create an original board game. In organizing their game, the students work in groups. They should determine: 1. What makes a game saleable? 2. What materials are necessary? 3. What are the costs involved? 4. What personnel are needed? 5. What rate of pay should each participant receive? 6. What knowledge is necessary. 7. How important is each job to the finished product?	10,12	Completed games. Student/teacher evaluation of groups and game components (see Activity).	Social Studies Art Math

Language Arts

Course: ENGLISH

Topic or Unit: COMPOSITION / CREATIVE WRITING **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
49. Diary - students will keep a "workers diary" choosing an occupation which interests them. Students will do research on that occupation and create a 1 or 2 week diary which depicts typical events in that person's working life.	1-15	Students will submit completed diary. Students may also submit a research bibliography for their diary. Students and teachers may evaluate diaries.	Social Studies
50. Students write out business conversation, maintaining consistent use of the first person.	1-15	Teacher assesses for consistency of person, accurate punctuation, capitalization, paragraph development.	Speech Drama Business
51. Students read Carl Sandburg's "Chicago", then they write a similar poem about their career interest, including the major industries.	1-15	Teacher assessment of class discussion. Poem should include discriptions, attitudes and/or activities which are consistant with the career interest.	Social Studies
52. Students write a scene or poem about an occupation in which they use the language of the occupation.	1-15	Teacher evaluation of student work. Correct usage of language, consistant with occupation.	Foreign Language

Language Arts

Course: ENGLISH

Topic or Unit: CREATIVE WRITING **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
53. Each student will research an occupation. Using the data found, the student will write a short story with the plot revolving around a main character whose occupation is the one researched. (An occupation could be desinated)	1-15	Teacher assessment: Short story must include: a. demonstrate of duties involved in the occupation. b. character traits apropos to the occupation. c. living conditions and spending habits apropos to the occupational salary.	All subjects relative to communication skills.

Language Arts

Course: ENGLISH

Topic or Unit: COMPOSITION / RESEARCH & REPORTING

Career Objective: CAREER AWARENESS CAREER EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
54. The student will visit the site of an occupation of his interest for a one-hour observation. The student describes his observations and gives his reactions tc his visit in a paper, using the first person exclusively.	1-15	Teacher assessment of first person consistency and paragraph development.	Vocational Arts Business Journalism Art, Music Health Science Social Science
55. Three students choose pictures of common items which they consider a necessity for their prospective careers. Each student should then "research" his item to determine its origin and all of the steps in its production. Student then does an oral presentation of the object to the class.	1-15	Written research papers, oral presentations. a. Quality & quanity of research b. Accuracy of conclusion c. Readability or clarity of presentation	Speech Social tudies
56. Each student researches on of those occupations and writes a report covering the writing skills used in the job and the preparation needed by someone desiring such a job.	1-15	Teacher assessment of report. a. Quality and quanity of research b. Accuracy of conclusion c. Readability of report	Journalism Business Social Studies

Language Arts

Course: ENGLISH

Topic or Unit: COMPOSITION / RESEARCH & REPORTING

Career Objective: CAREER AWARENESS CAREER EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
57. From library research, the student writes a paper investigating a career of his interest, giving salary, hours, availability of jobs, education requirements, special skills, etc.	1-15	Teacher assessment of sequencing, topic sentence, transitional elements, punctuation, capitalization, etc.	Vocational Arts Sociology

Language Arts

Course: ENGLISH

Topic or Unit: COMPOSITION/CHARACTERIZATION **Career Objective:** CAREER EXPLORATION, CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
58. From a character sketch format or outline provided by the instructor, the student will write a detailed character sketch (physical description, personality, idiosyncracies, values, longings, hatreds); also, incorporating specific information on the character's occupation. i.e.: a. Occupation b. Does the character work with data, people, ideas? In what relationship? c. What qualifications or preparation does the character have for his job. d. How does the character benefit from his job? (Pay, emotional satisfaction, interests.) e. What are the character's working conditions? f. What personal characteristics does the worker have which help him in his work? g. What are the advantages and disadvantages of the character's occupation to him?	1-15	Teacher assessment as per points on the format or outline; and, paragraph development, punctuation, capitalization, spelling, etc.	Foreign Language Social Science Fine Arts

Language Arts

Course: ENGLISH

Topic or Unit: COMPOSITION / CHARACTERIZATION **Career Objective:** CAREER EXPLORATION CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
h. How would you like to work in the character's occupation.			
59. Character sketch. Students will choose a partner and write a character sketch describing this person's interests, abilities, personality, skills. The student will, on the basis of this information, predict what type of occupation might suit his "character".	1-15	Teacher evaluation of group process. Submit written character sketches.	Social Studies Guidance Psychology
60. As a conclusion to a unit on character study students write a paper on "What kind of person am I". (self--awareness)	1-15	Teacher assessment of sequencing, topic, sentence, transitional elements, punctuation, capitalization, etc.	Sociology Psychology
61. Students write a paper about their parent's jobs and the problems they faced. (self-awareness)	1-15	Teacher assessment of sequencing topic, sentence, transitional elements, punctuation, capitalization, etc.	Psychology Sociology

Language Arts

Course: ENGLISH

Topic or Unit: COMPOSITION / LETTER WRITING

Career Objective: CAREER EXPLORATION CAREER PREPARATION, CAREER SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
62. Students will write to; The Institute of Research 537 So. Dearborn Street Chicago, Illinois for pamphlets under the heading "Careers".	8	Teacher assessment and comparison of written requests. a. correctness of letter form b. clarity c. accurate description of material requested.	Social Science
63. The student writes a letter of application for a summer job in his job interest area.	1-15	Teacher assessment sequencing, topic, sentence, transitional elements, punctuation, capitalization, etc.	Work Experience
64. Write a letter of resignation from a fictitious job (Read for resource).	2,3,8,9 10,12,14	Teacher assessment for sequencing of ideas, punctuation, spelling.	Sociology

Language Arts

Course: ENGLISH

Topic or Unit: COMPOSITION/LETTER WRITING, BUSINESS LETTERS

Career Objective: CAREER PREPARATION, CAREER SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
65. Classroom discussion using overhead projector of business letter format.	1-15	Teacher gives duplicated business letter to each student at the end of lecture/discussion asking labels for: a. Heading b. Inside address c. Greeting d. Body e. Closing f. Signature	Business Typing
66. As a follow-up activity, teacher poses a series of questions on business letter format (quiz, worksheet) i.e., the inside address is the address of the person who _________ the letter.	1-15	Students exchange or grade their own papers as answers are read aloud.	Business Typing
67. Teacher brings in wide range of periodicals (library as a resource). Students are asked to select one periodical from an area close to their career interest, and to write a business letter to the publishing company ordering a year's subscription to that periodical.	1-15	Teacher assessment of product for following format, paragraph development, punctuation, capitalization, spelling, etc.	Business Typing

Language Arts

Course: ENGLISH

Topic or Unit: COMPOSITION / LETTER WRITING, BUSINESS LETTERS **Career Objective:** CAREER PREPARATION CAREER SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
68. In an overhead projector presentation teacher shows how to address an envelope for a business letter.	1-15	Teacher assessment of product. a. Correct address data incl. spelling b. Correct form c. Clarity	Business Typing
69. Teacher distributes blank envelopes, ask students to write their own return addresses and to use the publisher's address as the receiver's address.	1-15	Teacher assessment of product. (Same as above)	Business Typing
70. Given paragraphs of different types (e.g. developed by time, space, cause and effect, etc.) in which the sentences are out of order, the student will place the sentences in logical order.	1-15	Objective criteria. Teacher assessment. Correct sequencing of sentences and/or papagraphs to indicate continuity and/or clarity.	Business Typing
71. Given sample paragraphs from business letters without topic sentences the student will write appropriate topic sentences.	1-15	Class discussion, class and teacher assessment. Correct selection of topic sentence in terms of sequence, continuity and topic	Business Typing
72. Given sample business letter w/o paragraph transitions, the student will supply them.	1-15	Teacher assessment. Correct selection of transition statements in terms of continuity and sequence.	Business Typing

Language Arts

Course: ENGLISH

Topic or Unit: COMPOSITION / LETTER WRITING, BUSINESS LETTERS **Career Objective:** CAREER PREPARATION CAREER SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
73. Given a handwritten rough draft containing misspelled words, abbreviations, poor sentence structure, etc. the student will write a correct business letter.	1-15	Teacher assessment of student's ability to correct evident errors.	Business Typing

Language Arts

Course: ENGLISH

Topic or Unit: SPEECH / LISTENING-DISCUSSION **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
74. Teacher and student brainstrom number of occupations in which writing is an primary skill (e.g. public relations).	1-15	Teacher assessment of list for accuracy.	Journalism Business Social Studies
75. Play or read Walt Whitman's "I Heard America Singing". Have a student list the thirteen groups of workers in the poem.	1-15	Teacher assessment of classroom discussion from list.	Music Social Studies
76. Write a panel of personnel managers to discuss the employment outlook in their companies.	1-15	Class discussion of employment outlook for professional, skilled, semi-skilled, un-skilled, laborer.	Social Science Speech
77. Students may also play charades and pantomime various occupational definitions.	1-15	Effectiveness of pantomime.	Drama
78. Discuss the significance of oral expression with respect to various career areas.	2,3,7,8, 9,13,14, 15	Teacher assessment of student participation.	Speech Sociology Psychology Business

Language Arts

Course: ENGLISH

Topic or Unit: SPEECH / LISTENING-DISCUSSION **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
79. Play a series of songs, such as Jim Croce's "Carwash Blues", "John Henry", "Erie Canal", "I've Been Working on the Railroad", "The Entertainer", "Talahasee Bridge", "Galveston", etc. Have students jot down occupations mentioned in each song and indicate some tasks from and feelings about each. Discuss how much often expresses our wishes to be better and do better and also our satisfaction about our work.	1-15	Student lists and discussion, should be accurate and appropiate.	Social Studies Music
80. Interview an adult. What, in general, seems to be the most important factor in your success on your job. Students will write a short paragraph - class discussion; or students will write a feature story on the individual and his job.	1-15	Teacher assessment of paragraph, participation in discussion or feature story.	Speech Journalism

Language Arts

Course: ENGLISH

Topic or Unit: SPEECH / LISTENING-DISCUSSION **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
81. What's My Line? Students will choose a commonly known occupation and write a brief description of it. Students will also prepare a series of questions which may be asked to determine occupations - broad questions to narrow. Students will answer only "yes" or "no" or "sometimes". May be played with whole class or in small groups. Time limit set for guessing occupations.	1-15	Students submit written description and questions. Teacher observation of game in progress and student's knowledge. Students may write evaluation of game activity.	Speech
82. Invite guest speakers to talk about the importance of oral expression in their professions (lawyer, businessmen, salesperson, secretary, etc.)	2,3,7,8, 9,13,14, 15	Teacher develops "speaker rating form" for student use during and/or after each speaker. Complie data.	Speech Sociology Psychology Business
83. Discuss the importance of non-verbal communication forms (body language) which accompany oral expression. Demonstrate or role-play. Involve students in small group role-playing situations.	2,3,7,8, 9,13,14, 15	Teacher assessment of participation, and evidence of understanding shown through role-playing.	Speech Sociology Psychology Business

Language Arts

Course: ENGLISH

Topic or Unit: SPEECH/LISTENING – DISCUSSION

Career Objective: CAREER PREPARATION, CAREER SKILLS & CAREER EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
84. Show film on proper telephone techniques.	2,3,5,7 8,9,10 12,13,14 15	Film, "If An Elephant Answers". Students complete film evaluation forms. Teacher assesses data from evaluations.	Speech Business Sociology Psychology
85. Have students read Bell Telephone pamphlets for students: Let's Make Friends for Our Business; Some Telephone Suggestions; The Voice with a Smile; Your Voice and You.	2,3,5,7 8,9,10 12,13 14,15	Have students write three questions per pamphlet for quiz purposes. Teacher compiles quiz questions, administers quiz to class. Correcting the quiz in class involves acting out the responses; student participation.	Speech Business Sociology Psychology
86. Students will act out the following in pairs: a. Calling about a job from a want ad. b. Ordering materials by phone. c. Answering the phone, taking messages. d. Answering phone - making appointments.	2,3,5,7 8,9,10 12,13 14,15	Teacher assessment of participation. Classroom discussion of phone techniques used.	Speech Business Sociology Psychology

Language Arts

Course: ENGLISH

Topic or Unit: SPEECH/LISTENING – DISCUSSION

Career Objective: CAREER PREPARATION, CAREER SKILLS & CAREER EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
87. Show film on successful job interview techniques (stressing oral expression aspects and body language).	2,3,6,7 8,9,10 13,14,15	Develop film evaluation form. Compile data.	Drama
88. Stage mock job interview. Have students determine who is the more desirable candidate on the basis of oral expression (non-verbal communication).	2,3,6,7 8,9,10 13,14,15	Students complete interview evaluation forms. Teacher compiles data.	Drama
89. After students have investigated careers important to their community and life-style, simulate a series of situations which might affect each occupation. e.g., fire, flood, earthquake, strike. How might each occupation be affected and how could the problems be resolved? This activity may either be oral or written.	1-15	Teacher evaluation of student participation in activity.	Science Social Studies

Language Arts

Course: ENGLISH

Topic or Unit: LITERATURE

Career Objective: CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
90. Using the novel The Contender, the student will discuss the physical requirements involved in the career of professional athletes and develop a list of those requirements.	8,9	Teacher assessment of student list for accuracy.	P.E. Health Education Sociology
91. After reading The Winds of War, the student will write a paper on the personal commitment involved regarding a military ambassordorial position.	3,8,14	Teacher assessment of essay for evidence reflecting specific values & attitudes required.	History Psychology Health
92. After reading the novel Marjorie Morningstar, the student will discuss the probability of success in the career of writing as compared to a career of sales person.	2,3,7	Students rate and rank each other on participation in discussion groups.	Creative Writing Drama
93. After reading Report From Engine Co. 82, the student will write a composition detailing the dangers involved in the career of firemen.	3,6,8	Teacher assessment of composition for accuracy and completness.	Law Enforcement

Language Arts

Course: ENGLISH

Topic or Unit: LITERATURE

Career Objective: CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
94. After reading The Exorcist, the student will react in an essay to the notion that a Roman Catholic priest can serve Christianity more widely as a parish priest or as a priest who has specialized in psychiatry, education or medicine.	3,8,13 14	Teacher assessment of essay for comparative analysis, accurate data and rational conclusions.	Health Psychology
95. After reading The Onion Field, the student will write an essay giving his reasons why law enforcement officers must have very emotionally stable minds.	1,3,8, 14,15	Teacher assessment of essay for accurate data and rational conclusions.	Law Enforcement Health Psychology
96. Using the book, My Darling. My Hamburger, the student will discuss the personal and professional characteristics a high school counselor should possess in order for students to ask for guidance and develop a list of those qualities.	8,14	Students will compare their individual lists with one submitted by the counseling department.	Sociology Health

Language Arts

Course: **ENGLISH**

Topic or Unit: LITERATURE

Career Objective: CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
97. After reading the novel The Red Pony, the students will make a list of all farm equipment and animals valued at over $100.00 which is driven, handled, serviced, or managed by a farm foreman, farm-hand or hired-hand.	1,6,13	Using their lists as checklists, students visit the agriculture department of a private farm - adding or deleting items from their lists.	Agriclture
98. After reading Shane, the student will compare in a group discussion the career of law enforcement in the Wyoming territory and law enforcement in the 70's.	1,13	Students rate and rank each other on participation in discussion.	Agriculture Law Enforcement Law
99. After reading Serpico, the student will research corruption in the career of law enforcement in the United States and construct a graph showing percentages of dishonest and honest law enforcement in several large cities.	2,3,14, 15	Product. a. correct form b. data must be accurate & relavent c. correct use of math skills	Sociology Law Enforcement Social Science Algebra

Language Arts

Course: ENGLISH

Topic or Unit: LITERATURE

Career Objective: CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
100. Using the novel East of Eden, the student will list risks involved in the career of farming.	1,12	Teacher assessment of student lists.	Agriculture Geography
101. After reading Flowers for Algernon, the student will write his opinion on the necessity for psychiatric research as it relates to successful psychiatry.	8,14	Teacher assessment of essay.	Psychology Social Science Science
102. In The Mouse That Roared, many aspects of the problems of international relations are satirized. The student will list a serious, authentic, and contemporary international problem for three satirized problems found in the book and write a paragraph on how a diplomat or government representative is attempting to solve each problem.	3,5,12 14	Teacher assessment of paragraphs.	Political Science
103. After reading The Red Badge of Courage, discuss the similarities and dissimilarities of a military career in the Civil War period and now.	6,8,14 15	Students rate and rank each other on participation in discussion.	History Psychology

Language Arts

Course: ENGLISH

Topic or Unit: LITERATURE

Career Objective: CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
104. After reading 20,000 Leagues Under The Sea, the student will analyze various possible tasks associated with a marine science career and give an oral presentation, with visual aids, on those tasks.	1,3,4, 6,10 11,15	Students rate and rank each other on class presentation.	Science Agriculture
105. Using the novel The Bridge Over The River Kwai, the student will define heroism and its necessity in relation to a successful military career in an essay.	3,4,8	Teacher assessment of essay for correct definition and reasonable assumptions.	R.O.T.C. History
106. Using the novel Cannery Row, the student will write an essay stating his reasons why a merchant should extend credit to his customers and some of the problems involved.	1,5,11 13	Teacher assessment of essay for supporting data and reasonable assumptions.	Business
107. After reading the book All Creatures Great and Small, the student will list the advantages and the disadvantages of the following two types of veterinarian medicine: all farm animals and only small house pets.	1,2,6 13	Students use their lists as checklists when listening to a local veterinarian give a guest talk on this topic. Students produce checked lists.	Agriculture Health

Language Arts

Course: ENGLISH

Topic or Unit: LITERATURE

Career Objective: CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
108. After reading Brian's Song, the student will lead a class discussion regarding the physical, psychological and emotional characteristics necessary to be successful in a career of professional athletics.	3,8,13	Students rate and rank each other on participation in group discussion.	Psychology P.E.
109. After reading The Adventure of the Speckled Band, the student will list the personal characteristics necessary to be a successful law enforcement person.	3,6,13, 14	Teacher assessment of lists for accuracy	Law Enforcement
110. After reading the autobiography of Helen Keller, The Story of My Life, the student will write an essay telling why dedication and determination are not only important but necessary when considering a medical career.	2,3,7, 8,13 14	Teacher assessment of essay for supporting data and reasonable assumptions.	Health Psychology Sociology

Language Arts

Course: **ENGLISH**

Topic or Unit: LITERATURE **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
111. After reading Of Mice and Men, the student will write a composition in which he will discuss the lifestyle possible for a farm hand as compared to a landholder.	1,6,8 14	Students evaluate their own papers from information supplied by guest speakers - an owner and a farm worker.	Agriculture Psychology
112. After reading The Cross and the Switchblade, the student will list as many ways as possible how a young minister can help ghetto young people.	3,7,8,9 14	Teacher assessment of lists for accuracy.	Sociology Police Enforcement
113. After reading A Night to Remember, the student will list the possible services offered to passengers by maritime employees associated with a passenger liner.	3,6,8,9 11,14 15	Teacher assessment of lists. for accuracy.	Oceanography Health Psychology
114. After reading Jack London's The Call of the Wild, the student will write a composition discussing two careers and their accompanying lifestyle as found in the story.	3,6,8 13,14,15	Teacher assessment of composition. a. appropriatness of career selections b. accurate supporting data c. logical indication of each life style relative to money, place of employment, etc.	Geography Agriculture

Language Arts

Course: ENGLISH

Topic or Unit: LITERATURE

Career Objective: CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
115. Using the novel Drums Along the Mohawk, the student will make a list contrasting the conditions of farming, then and now; military life, then and now.	1,5,6 14	Students evaluate their own lists from information supplied in follow-up lecture.	History Agriculture
116. After reading Frankenstein by Mary Shelley, the student will make a list of medical impossibilities when considering the realities of medical science today.	8,10	Teacher assessment of lists, for accuracy.	Science Philosophy
117. After reading The Scarlet Letter, the student will write an essay in which he will project the change in plot had a social agency become involved in Hester's case.	8,13,14	Students evaluate their own essays after hearing a guest lecture by a community social worker on the topic of unwanted pregnancies.	Sociology Psychology
118. After reading P.T. 109, the student will list some of the dangers found in a naval career for reference in a group discussion.	3,8,10 11	Students rate and rank each other for participation in discussion. Teacher assessment of lists.	U.S. History

Language Arts

Course: **ENGLISH**

Topic or Unit: LITERATURE

Career Objective: CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
119. After reading The Raft, the student will list 25 items that a career Air Force person would expect to find in a survival kit aboard a military air craft.	1,3,6 8,11 14,15	Teacher assessment of lists, for accuracy.	History Health Psychology
120. After reading Pilot's Choice, the student will discuss some of the responsibilities related to the career of a military aircraft pilot.	3,8,14 15	Small groups will produce consensus lists of responsibilities for evaluation.	History Aviation
121. After reading Fire Blood, the student will write an essay explaining why it is necessary for firemen to use accurate and specialized vocabulary when discussing their work or when actually working in an emergency situation.	3,4,6,8 10,14 15	Teacher assessment of essay. a. appropriate and accurate b. logical conclusions.	Social Studies Auto Shop

Language Arts

Course: ENGLISH

Topic or Unit: LITERATURE

Career Objective: CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
122. After reading the short story Elizabeth Blackwell-Pioneer Woman Doctor, the student will write a composition enumerating times and places that prejudice could become an element in the career of a medical doctor.	2,3,8,13 14	Teacher assessment of composition. a. must have a minimum of 3 times and 3 places. b. accurate supporting data. c. logical conclusions.	Health Social Studies
123. After reading My Financial Career, the student will characterize in role-playing several personality types who come in contact with banking personnel.	2,12,13 14	Teacher assessment of student participation for accuracy and understanding relative to roles portrayed.	Business Psychology
124. After reading Casey at the Bat, the student will list the advantages and the disadvantages of a professional sports career.	8,14	Product. Students produce a checklist of advantages and disadvantages for later use when viewing a filmed sports biography.	P.E. Psychology
125. After reading the Shakespearean play Julius Caesar, the student will enumerate in a class discussion the risks involved when achieving a degree of success in the military or in politics.	9,13,14	Teacher assessment of class discussion. a. minimum of 5 risks. b. understanding of relationship of each risk to sucess.	History Psychology Government

Language Arts

Course: ENGLISH

Topic or Unit: LITERATURE

Career Objective: CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
126. Using the novel Silas Marner, the student will list the advantages and the disadvantages of a career in a small town.	12,13	Teacher assessment of lists for accuracy (at least 5 items for each topic)	Agriculture Social Studies Psychology Business
127. Using the novel Silas Marner, the student will discuss the responsibilities of a self-employed person.	12,13	Small groups produce consensus lists of responsibilities for evaluation. Assess for accuracy and quanity.	Agriculture Social Studies Psychology Business
128. After reading Billie Jean, the student will write a composition stating why personal commitment and determination are essential in all successful professional athletic careers.	3,5,8,9 14	Teacher assessment of composition. A. Accurate and reasonable supporting data. B. Rational conclusions	Business P.E. Health
129. Students will study biography and will read a biography of a famous person, e.g., Pavlova, Curie, Einstein and report on it.	1-15	Teacher assessment of reports for completeness, accuracy and readability	Social Studies Math Performing Arts Science
130. Written report or oral report on biography. Students will explain how person's career began, what changes were made, education etc.	1-15	Teacher assessment of reports for completeness, accuracy and readability	Social Studies Math Performing Arts Sciences

Language Arts

Course: JOURNALISM -YEARBOOK

Topic or Unit: COPYWRITING, ADVERTISING

Career Objective: CAREER PREPARATION - CAREER SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
1. Using a product (e.g. dog food) the student will make work lists describing the product with good, bad, and neutral connotations.	3,7 12	Product should demonstrate an understanding of human reactions to good, bad and neutral connotations	English Psychology
2. Student will present his words in scrambled form to the class and other students will decide if the words have positive, negative, or neutral connotations.	3,7 12	Class discussion, especially in areas where they disagree with the student making the presentation.	Psychology Sociology
3. The student makes up an ad (copy only) for his product and presents it to the class.	3,7 12	Class discussion of effectiveness of ad. Does it appeal to basic human needs and values?	English Business

Language Arts

Course: JOURNALISM -YEARBOOK

Topic or Unit: AD SALES

Career Objective: CAREER PREPARATION — CAREER SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
4. The student will create an ad for a real business within the area and attempt to sell the ad to one of his classmates.	3,7 12	Class discussion. a. How was the pitch effective? b. How could it be improved?	Art Business
5. The student will role-play a telephone call to a business in which he requests an appointment to talk about an ad for the yearbook.	3,7 12	Students complete teacher-developed rating form. Compile data. Discuss strengths and weaknesses as determined by the rating forms.	Speech Drama
6. The student given a particular ad for a business will correctly fill out and process an ad sales receipt.	3,12	Role-playing. Teacher assessment, for accuracy and completeness.	Business

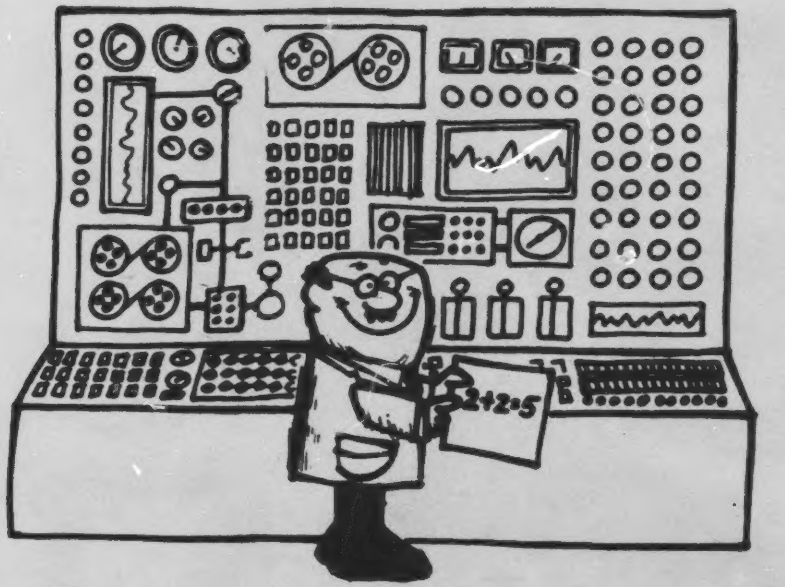
Language Arts

Course: JOURNALISM -YEARBOOK

Topic or Unit: YEARBOOK SALES

Career Objective: CAREER PREPARATION — CAREER SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
7. List the desirable qualities of a school yearbook.	3,7 12	Teacher assessment, for accuracy and completeness.	English Art
8. Impromptu - role-play a sales pitch to a homeroom.	3,7 12	Students rate and rank each other as to effectiveness of sales pitch.	Drama Speech Business
9. Write three short sales pitches for the school's daily bulletin.	3,7 12	Effectiveness to be determined by response to sales pitch.	Speech Business



Math

Math

Course: GENERAL MATH

Topic or Unit: MANUFACTURING OF A PRODUCT **Career Objective:** CAREER PREPARATION CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
1. Student will research and list all factors to be considered when operating a business.	1, 15	Teacher Critique Comparison of students list.	Agriculture Business, Science
2. Student will list and determine the product they wish to manufacture	1, 15	Class Participation	Consumer Ed English Journalism
3. Student will elect a President, Vice President, Board of Directors, and a Chairman of the Board.	1, 15	Class Participation	Consumer Ed English Journalism
4. Students will group into committees for assignment of tasks. (Note; all students will be involved in any work needed to be done.	1, 15	Class Participation and evaluation of progress report of the committee. (Does the report containing the necessary information.)	Consumer Ed English Journalism
1. Committee to develop shares of stock and stock prices	1, 15	Class Participation	Consumer Ed English, Journalism
2. Committee to determine types of material and cost of manufacturing.	1, 15	Class Participation	Consumer Ed, English, Journalism
3. Committee to determine distribution and sales of goods.	1, 15	Class Participation	Consumer Ed English, Journalism

Math

Course: GENERAL MATH

Topic or Unit: MANUFACTURING OF A PRODUCT

Career Objective: CAREER PREPARATION CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
4. Committee for advertising and sales of goods.	1, 15	Class Participation	Consumer Ed English, Journalism
5. Committee in charge of bookkeeping and accounting.	1, 15	Class Participation	Consumer Ed English, Journalism
Note: all reports are to be given to the board for review and discussion and presentation to the class.			
5. Sales of stock in the Company	1, 15	Teacher evaluation of each students required records of sales and money turned into the company accountant.	Consumer Ed English, Journalism
6. Production of the product assembly and wrapping.	1, 15	Student participates in the production of the goods.	Consumer Ed English, Journalism
7. Sales and Distribution of the product. Each student will be responsible for selling the product. All money will be turned into the accountant for deposit.	1, 15	Student will be responsible for selling the product. Keeping an accurate record of sales and money turned into the accountant.	Consumer Ed English, Journalism

Math

Course: GENERAL MATH

Topic or Unit: MANUFACTURING OF A PRODUCT

Career Objective: CAREER PREPARATION
CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
8. Final report from the accountant and bookkeeper to the board and the class of the company progress. Report gross income from sales of stock and product. Report of net profit after deduction of overhead. (ie. cost of production, labor cost, and advertisement etc.)	1, 15	The accounting committee will give a detailed account of all money received from each student. Teacher will compare this report with the one he kept and individual reports.	Consumer Ed English, Journalism
9. Distribution of profits to the share holders in the form of dividends.	1, 15	Each student will calculate the amount of money to be returned to each of their share holders and be responsible to distribute the dividends.	Consumer Ed English, Journalism

Math

Course: GENERAL MATH

Topic or Unit: ADDITION AND SUBTRACTION

Career Objective: CAREER PREPARATION CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
10. Assuming you are to prepare an itemized income tax form utilizing basic deduction principles, calculate income tax return on 12,423, with three dependents.	2, 13	Teacher assessment on the procedures used to determine deductions and tax return of payment.	Business Consumer Ed
11. Keeping close account of parents expenditures for one month, give a detailed budget of monthly expenditures.	2, 5, 10, 12, 15	Completion of budget form.	Consumer Ed Business
12. Given a list of all money exchanged the student will assume the role of a bank teller and total all deposits made that day.	2, 5, 14	Completion of deposits form and computation of all deposits.	Business
13. Given a list of all money deposited and withdrawn from a bank teller, the student will total all money exchanged during the day.	2, 5, 14	Teacher assessment of correctiveness of computation.	Business
14. Assumeing the role of a coach, the student will calculate the approximate amount of money needed to sponson a tournament.	2, 8, 9 13, 14	Class discussion on all general expenses common to all tournaments. Teacher assessment of all specifics and computations.	Physical Ed Business

Math

Course: GENERAL MATH

Topic or Unit: ADDITION

Career Objective: CAREER PREPARATION CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
15. Given a detailed account of all money received from the tournament, the student will calculate the total gross income after the tournament.	2, 8, 9, 13, 14	Teacher assessment of method of computation and correctness of solution.	Physical Ed Business
16. Assume you are contractor, approximate the total cost of building a house. a) Students must research all areas involved in building a house and add to total cash.	1, 2, 4 5, 12	Class assessment of area needed. 1) Living Space 2) Lumber 3) Walls 4) Roofing 5) Flooring 6) Plumbing 7) Electrical Wiring 8) Stucco Siding 9) Exterior Siding 10) Heating 11) Built-in Appliance 12) Fixtures 13) Paint 14) Foundations 15) Concrete 16) Windows & doors a) Teacher Assessment of computation	Art Industrical Art Consumer Ed Business

Math

Course: GENERAL MATH

Topic or Unit: ADDITION

Career Objective: CAREER PREPARATION CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
17. Assuming you are: a. Nursery man - Calculate the cost to landscape a house with rose bushes, shrubs, trees and sod.	1, 2, 4, 5, 6, 12	Oral test concerning amount of landscaping, amount of rose bushes, shrubs and trees to be used, amount and types of flowers and the amount of sod.	Agriculture Consumer Ed Art
18. Assuming you are an accountant, calculate the amount of work hours put in by part time employees.	1, 2, 4	Teacher assessment of method of computation.	
19. Assuming you are a bookkeeper, the student is to add the total amount of expenditures of a small business from a given list of capital outlay for a one week period.	1, 2, 4 10, 12	Teacher assessment of addition computations.	Business
20. Using sq. yds. the student is to add the total amount of sq. yds. needed to carpet four rooms of their home.	1, 2, 4, 5, 10, 12	Teacher assessment of dimensions of rooms used, computation of sq. yds. and final addition to total yds.	Consumer Ed Business Industrial Art Science

Math

Course: GENERAL MATH

Topic or Unit: ADDITION

Career Objective: CAREER PREPARATION — SKILLS & KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
21. Assuming you are a bank employee: Mr. Smith had a bank balance of $317.25. By the end of the week he was overdrawn by $9.47. How much had he spent?	1,2,5 9,10,15	Class comparison and discussion. a. Correct choice of process b. Accurate completion	Business Home Economics Agriculture
22. Assuming you are a diver: In test dives, a diving bell reached these depths - 5,200 ft., 5,600 ft., 5,900 ft., 6,100 ft., 6,500 ft. Find the average depth.	9,6,11	Check with answer sheet. (Add then divide) a. Correct choice of process b. Accurate completion	Science
23, Assuming you are a clerk: Find the average of the following weights - 17.6g., 16.4g., 17.7g., 15.9g., 17.3g.	5,6,10 11,12	Check by multiplying the answer by five to get the original total. (Add then divide)	Chemistry Home Economics Agriculture
24. The price of a stock changed by -1½, -½, -½, 2½, 1½ in a week. What was the average net change in price?	2,12	Multiply the answer by five to get the original total. (Subtraction and addition)	Business
25. In relation to careers in finance, assuming you are an auditor: Determine the cost of your clothing for the last six months.	5	Necessary to "keep track" for at least one quarter. (addition)	Home Economics Consumer Ed.

Math

Course: GENERAL MATH

Topic or Unit: ADDITION

Career Objective: CAREER PREPARATION — SKILLS & KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
26. Assuming you are a clerk: Using a price list, determine the cost of a grocery list.	5,12	Check with neighbor when agree, then with teacher.	Home Economics Consumer Ed.
27. A Christmas Savings Club requires members to deposit $5 the first week and to increase the deposit by $1 weekly for nine weeks. How much is the tenth deposit? In relation to careers in banking.	1,2,5	Draw diagram to check.	Business
28. Given a starting and ending point, route taken, and elapsed time, calculate the average speed of a given vehicle, for a taxi driver.	15	Teacher evaluation for correct choice of process and accurate computation of data.	Physics
29. Assuming you are a clerk: Add the cost of one pair of shoes, three pair of socks, one pair of pants, one shirt and one tie.	5	Student check answer sheet for accuracy.	Consumer Ed Home Economics
30. Assuming you are a clerk: Given the amount of change to be returned, determine the pieces of money needed to be used.	5	A. Correct choice of process. B. Accuracy in compilation.	Consumer Ed Home Economics

Math

Course: GENERAL MATH

Topic or Unit: ADDITION

Career Objective: CAREER PREPARATION SKILLS, AND KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
31. Assuming you are a tax consultant: Using a cash register tape, determine the total amount of taxable items.	5, 2	Teacher assessment for understanding of taxable items and accuracy in compilation	Home Economics Business
32. Assuming you are a dietitian: Add the total calories of food consumed by a student in one week.	5, 8	A. Reasonable quantities of food. B. Accurate conversion of food types into calories. C. Accurate compilation.	Home Economics Health
33. Assuming you are a truck driver: Using a map add the distance between four towns to get the total distance between two cities.	2	A. Accurate gathering of relavent data. B. Accurate compilation.	Social Science Business
34. Adding monthly gasoline receipts students will determine the average amount spent in a ten month period, in relation to careers in economics.	1,5,15	Teacher assessment of accuracy of computation.	Home Economics Social Science Science Business Agriculture
35. Adding monthly grocery bills students will determine the average amount spent in a one year period, in relation to careers in economics.	2,5,12	Teacher assessment of accuracy of computation.	Home Economics Social Science Business

Math

Course: GENERAL MATH

Topic or Unit: ADDITION

Career Objective: CAREER PREPARATION SKILLS AND KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
36. Adding the population figures for the five major countries, students will determine the total population, in relation to careers in sociology.	9,12,14 15	Teacher assessment of accuracy of computation.	Social Science Science
37. Adding total fishing "catch" of ten tuna boats, students will determine the average catch per boat, in relation to careers in fishing.	2,5,6 11,12	Teacher assessment of accuracy of computation.	Social Science Science Business
38. Adding % age of welfare cases in a school system, students will determine the number of students receiving free lunches, in relation to careers in sociology.	5, 8	Teacher assessment of accuracy of computation.	Social Science Home Economics Business
39. Given specific information add combinations of inches, feet and yards, in relation to all careers.	1, 2, 4, 5	Teacher assessment of accuracy of computation.	All
40. Given specific data add combinations of volume, in relation to careers in physics.	10	Teacher assessment of accuracy of computation.	Voc. Education

Math

Course: GENERAL MATH

Topic or Unit: ADDITION

Career Objective: CAREER PREPARATION SKILLS AND KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
41. Students will add the amount of cu. ft. of gas, and or, water consumed each month in a home or business, in relation to careers in economics.	2, 4, 6 10, 15	Teacher assessment of accuracy of computation.	Science Social Science Business Agriculture Home Economics
42. Students will add the sides of a frame to determine perimeter dimensions in relation to careers in carpentry and construction.	1, 2, 4 9, 10, 12	Teacher assessment of accuracy of computation.	Art Industrial Art Science Agriculture
43. Students will add the amount of chemical fertilizer used on a farm for a month, in relation to careers in agriculture.	1, 2, 6 8, 10	Teacher assessment of accuracy of computation.	Agriculture Social Studies Business
44. Students will add fractional amounts of paint used to paint a house, room by room, in relation to careers in painting and construction.	1, 2, 4 5, 10, 12	Teacher assessment of accuracy of computation.	Industrial Arts Agriculture Business Home Economics
45. Students will add percentages of workers ill each month, in relation to careers in health.	1, 2, 3 4, 6, 8 10, 14, 15	Teacher assessment of accuracy of computation.	Science Social Studies Business

Math

Course: GENERAL MATH

Topic or Unit: ADDITION

Career Objective: CAREER PREPARATION KNOWLEDGE AND SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
46. Students will add accounts receivable and payable and determine net profit, in relation to careers in accounting and business.	1-15	Teacher assessment of accuracy of computation.	Business Agriculture
47. Students will add the fractional portion of how a day of work is generally spent, in relation to all careers.	1, 2, 4 5, 8, 9 10, 12, 13, 15	Teacher assessment of accuracy of computation.	Social Science Business Agriculture

Math

Course: GENERAL MATH

Topic or Unit: SUBTRACTION

Career Objective: CAREER PREPARATION — SKILLS & KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
48. Given the average speed and distance, calculate the time needed to complete a trip in relation to careers in truck driving.	15	A. Correct choice of process B. Accurate compilation	Geography
49. Given several different possible routes from one city to another and average speeds possible on different sections of the highway, calculate the fastest route to the given distance in relation to careers in truck driving.	15	Teacher assessment. A. Correct choice of process B. Accurate compilation	Geography
50. Assuming you are a businessman: Given an airplane's departure time you must be in the airport 3/4 hour before take off. Allow 1/2 hour driving time. What time should you leave home to be on time for departure.	15	Student demonstration on chalkboard.	Family Life

Math

Course: GENERAL MATH

Topic or Unit: SUBTRACTION

Career Objective: CAREER PREPARATION — SKILLS & KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
51. Assuming you are a clerk given the cost of an item. Tom Jones Record $2.98 Glenn Campbell Tape 1.39 and the amount of money offered, $5.00. Determine the amount of change.	14	Teacher check students work.	Business
52. Starting with a bank balance, show 2 entries for deposits, and 15 checks, and determine an ending balance in relation to careers in business.	14	Cross check answers	Business Economics
53. Assuming you are a company clerk given an inventory of a supply center. With a list of orders filled, determine the current inventory in relation to careers in business.	All	Student comparison and teacher evaluation.	Home Economics Business Medical Arts P.E.

Math

Course: GENERAL MATH

Topic or Unit: SUBTRACTION

Career Objective: CAREER PREPARATION — SKILLS & KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
54. Given specific data, add subsequent deposits, carry a balance forward in relation to careers in business.	1,2,4,5	Class comparisons of student work.	Economics
55. Given specific information, subtract checks written on a sequential system from the balance and carry the balance forward in relation to careers in business.	1,2,4,5	Teacher assessment. a. Correct choice of process b. Accurate compilation	Business Home Making Economics
56. Given specific information, reconcile a checkbook by adding and subtracting the necessary reconciling items, in relation to careers in business.	1,2,4,5 13	Student comparisons. a. Correct choice of process b. Accurate compilation	Business Home Making Economics
57. Given specific data, find the difference between the same checkbook and bank balances and solving the difference	2	Student comparisons. a. Correct choice of process b. Accurate compilation	Business Home Making Economics
58. Given specific data, subtract combinations of volume, in relation to careers in physics, biology and chemistry.	5	Student demonstration on chalkboard.	Business Home Making Economics

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Math

Course: GENERAL MATH

Topic or Unit: SUBTRACTION

Career Objective: CAREER PREPARATION – SKILLS & KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
59. Given specific data, subtract combinations of inches, feet and yards, in relation to all careers.	5	Student demonstration on chalkboard.	Business Home Making Economics
60. If the building codes state that the maximum step height is 7½ inches, tell which of these have an acceptable rise, 7, 7 2/16, 7 5/16, 7 9/16, 7 11/16 inches, in relation to careers in construction.	4,14	A. Correct choice of process B. Accurate compilation	Industrial Arts Architecture

Math

Course: GENERAL MATH

Topic or Unit: DIVISION

Career Objective: CAREER PREPARATION KNOWLEDGE AND SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
61. Given a sample list of gross incomes of a corporation, the student will determine the average wages of women vs the average wages of men.	1-15	Objective teacher observation of methods employed to solve problem and correct numerical calculation.	Business
62. Students will log the consumption of water of each classmate and calculate the average amount of water used by each family.	1, 4, 5, 6, 12, 14	Students will place each value on chalkboard. Teacher assessment of calculations.	Agriculture Science Consumer Ed
63. Assuming the role of a laborer, compute the following:			
A 100 yd. square to tie fenced in. Fence posts to be put at 5 yard intervals. Determine number of posts needed.	1, 2, 3, 4,	Make sketch to illustrate teacher evaluation of student work.	Agriculture P.E.
64. Assuming you are a Linotype Setter compute the following: Using a certain size paper and margin, determine the number of spaces per line if one pica is 1/6 of an inch.	3, 12, 15	Teacher evaluation A. Correct choice of process B. Accurate computation	Business Language Arts Printing

Math

Course: GENERAL MATH

Topic or Unit: DIVISION

Career Objective: CAREER PREPARATION — KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
65. A machine runs for $1.00 an hour and produces 120 bolts and 50 screws. A second machine runs for $1.20 an hour and produces 80 bolts and 80 screws. How long should each of the machines run to produce an order of 1,000 bolts and 750 screws at the minimum operating cost? In relation to careers in machinery.	10	Self check by substitution in original problem.	Machine Shop
66. Mr. Jones plans to use 60 inches of lumber for four shelves which lengths are to be a series of consecutive even numbers. How long shall he make each shelf? In relation to careers in construction.	5,4	Check by diagram.	Woodshop Home Making
67. Two men plan to meet at an airport. If one travels at 600 mph, and the other at 320 mph, and they are 1,380 miles apart, how many hours will it take them to meet? In relation to careers in travel.	5,15	Check by checking formula.	Business

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Math

Course: GENERAL MATH

Topic or Unit: DIVISION

Career Objective: CAREER PREPARATION — KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
68. Assuming you are a scientist, compute the following: The speed of light is about 186,000 mp sec. the distance around the earth at the equator is about 25,000 miles. Determine how many times light might travel around the earth in one second?	3	Student check with teacher's answer sheet.	Science
69. How long will it take two machines working together to do a job which one can do 12 hours and the other in 18 hours?	10,1,2 4	Pre and Post-test on work problems. A. Correct choice of process B. Accurate comp	Business
70. Given the annual salary, determine the monthly and weekly salary.	All	A. Correct choice of process B. Accurate compilation	Business
71. Assuming you are a car salesman: If Miss Jones bought a car for $3,650 and sold it two years later for $2,190, what was the average yearly depreciation of the car.	5,12,15	A. Correct choice of process B. Accurate compilation	Home Making

Math

Course: GENERAL MATH

Topic or Unit: DIVISION

Career Objective: CAREER PREPARATION — KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
72. Assuming you are a gasoline station employee, if a car averages 16 miles per gallon, how far can it go on a tank of 18 gallons?	15	Check with answer book.	Auto Shop
73. Plant 100 plants and compute how many people, or average size families it will feed.	1	Teacher evaluation and student comparison.	Consumer Homemaking
74. Assuming you are a secretary, give yourself a typing test. Find the percent of misspelled words.	2	Self Assessment	Media Personal Service
75. Assuming you are an efficiency expert, put 100 sheets of paper in the duplicator and time how long it takes to copy 100 sheets. Calculate sheet per minute at different speed settings.	2	Teacher assessment and comparison to answer sheet.	Business
76. Assuming you are a mathematician count the number of local telephone calls your family makes per month and calculate the rate per call.	3	Teacher evaluation. A. Correct choice of process B. Accurate compilation	Business

Math

Course: GENERAL MATH

Topic or Unit: DIVISION

Career Objective: CAREER PREPARATION — KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
77. Given 'route taken' average speed over specific parts of the route and gas consumption at each speed, calculate the cost of gas for given trip.	4	A. Correct choice of process B. Accurate compilation	Business Travel
78. The cost of operating an appliance varies jointly as the number of watts drawn, the hours of operating, and the cost per kilowatt-hours. A thousand-watt iron operates for 30 minutes for 2¢ at 4¢ per kilowatt hour. What is the cost of cooking 20 waffles 3 minutes each, if the waffle iron uses 720 watts.	4,5,10	Comparison with classmate-agreement.	Physics Home Economics
79. A three-quarter inch wire has 12 ohms resistance, how much has the same length of half-inch wire, if resistance varies inversely as the square of the diameter.	4,3	A. Understanding of vocabulary B. Correct choice of process C. Accurate compilation	Physics

Math

Course: GENERAL MATH

Topic or Unit: DIVISION

Career Objective: CAREER PREPARATION — KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
80. If a beauty operator can shampoo, set and "comb out" a customer's hair every 1 hour and 15 minutes, given ½ hour for lunch, how many customers can she handle in an 8 hour day.	14	A. Correct choice of process B. Accurate compilation	Career Guidance
81. Given the cost of a box of cereal, determine the cost per ounce and per serving.	14	A. Correct choice of process B. Accurate compilation	Home Economics
82. Assuming you are a farmer, calculate the yield of crop per acre given the total yield and number of acres.		A. Correct choice of process B. Accurate compilation	Agriculture
83. Assuming you are a bus driver, given an average speed, calculate the time needed to complete a trip to the beach by bus.	1	A. Correct choice of process B. Accurate compilation	Family Life

Math

Course: GENERAL MATH

Topic or Unit: DIVISION

Career Objective: CAREER PREPARATION — KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
84. Assuming you are a truck driver given several different possible routes from one city to another, and the average speed possible on each different section of the highway, calculate the fastest route for a truck driver.	12,15	A. Correct choice of process B. Accurate compilation	Business
85. Assuming you are a truck driver, given the starting and ending point, the route taken, and the elapsed time, calculate the elapsed time, calculate the average speed of the above trip of the truck driver.	15	A. Correct choice of process B. Accurate compilation	Family Life
86. Given specific data, convert fractions to decimals by division for formulas.	2	A. Correct choice of process B. Accurate compilation	Business
87. Given specific data, convert decimals to fractions by value placement for formula use in board feet.	4	A. Correct choice of process B. Accurate compilation	Shop

Math

Course: GENERAL MATH

Topic or Unit: DIVISION

Career Objective: CAREER PREPARATION SKILLS AND KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
88. Assuming you are a statistician, take a survey and calculate the % of total income spent on cigarettes and alcohol. Compare with the size of the families interviewed.	5	Class discussion A. Bias of survey in relation to people surveyed B. Correct choice of process C. Accurate compilation	Business Management Health
89. Assuming you are an environmentalist, take a survey, calculate the % of people that recycle different types of materials.	6	Student reports A. Relevance of data B. Choice of process C. Accurate compilation	Business
90. Assuming you are a science teacher, put different sizes of pans of water in the sun and measure the rate of evaporation.	6, 8	Teacher observation and class discussion of student graphs.	Health Environment

Math

Course: GENERAL MATH

Topic or Unit: MULTIPLICATION

Career Objective: CAREER EXPLORATION CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
91. The student is given the blue print of a house. The student is to assure he or she is an interior decorator and design the interior of this and approximate cost to decorate. Things to consider: 1) carpet 2) parking 3) linoleum 4) furniture 5) painting 6) wall paper	2, 4, 5, 7, 12, 13	Class appraisal of style and practicality of materials used. Teacher assessment of methods used in computation and correctness of computation.	Art Industrial Art Business
92. Assuming you are an electrician: Given the formula for the resistance of Rheostats, determine the total resistance of a particular Rheostat.	2	Teacher check for accuracy in compilation	Physics
93. Assuming you are a nurseryman: Given a circular garden with a twenty foot diameter, determine the number of square feet in a walk, a given width, which encircles the garden.	6	A. Correct choice of process B. Correct choice of formula(s) C. Accurate compilation	Agriculture Individual Arts

Math

Course: GENERAL MATH

Topic or Unit: MULTIPLICATION

Career Objective: CAREER PREPARATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
94. Assuming you are a businessman: You can buy a cooking range for $450.00 cash of 15% down and $25.00 each month for 18 months. How much can you save by paying cash?	2, 5	Check by a quiz A. Correct choice of process B. Accurate compilation	Home Economics Business Ed.
95. Assuming you work in a yardage shop, compute the following: a ten yard piece of toweling - 1/4 minute to cut off a piece, 1 3/4 minutes to hem each end. How long for one worker to finish ten one-yard towels.	10, 15	Check by a flow-chart diagram.	Home Economics
96. Determine what the heading of an airplane should be if its air speed is 150 mph, the wind is 40 mph from the west and its destination is 300 miles due north.	9, 15	Make vector drawing to prove answers.	Science
97. How many milliliters of water should be added to 12 milliliters of an 80% acid solution to make a 60% solution.	6, 8, 13	Self check by substitution.	Chemistry

Math

Course: GENERAL MATH

Topic or Unit: MULTIPLICATION **Career Objective:** CAREER PREPARATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
98. A lawyer collected 80T of a debt of $980.00. If she charged 15% commission how much did she receive?	2	Class quiz A. Correct choice of process B. Accurate compilation	Business
99. Assuming you are a businessman: Mr. Barnes bought a washing machine for $370.00. He paid 25% down and the balance in 15 monthly installments. How much did he pay per month?	2, 5	A. Correct choice of process B. Accurate compilation	Homemaking Consumer Ed
100. Formula for compound interest P(1+$\frac{r}{d}$% nd. Find the amount of money in an account if $100.00 is left for a year at 6% compounded semi-annually. In relation to careers in banking.	1, 2, 4 10, 11, 15	Compare with classmates nearby.	Home Economics Business
101. Assuming you are a chef: Given a time table for roasting different meats, determine the amount of time needed for roasts given their weight.	5	Compare with neighbor, then compare with answer table.	Home Economics Consumer Ed

Math

Course: GENERAL MATH

Topic or Unit: MULTIPLICATION **Career Objective:** CAREER PREPARATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
102. Determine the hourly overtime rate at 1 1/2 times the regular rate, when given the regular rate.	All	A. Correct choice of process B. Accurate compilation	Business Home Economics
103. Find the weekly earnings (time and a half rate over 40 hours.) Given the number of hours and the regular rate per hours.	All	Student check answer sheet A. Correct choice of process B. Accurate compilation	Business
104. Find the annual salary given the salary per wee, per month, or semi-monthly. In relation to careers in bookkeeping and payroll.	All	Comparison with fellow student. Class quiz.	Business
105. A house plan shows a living room 1 7/8 inches by 1 3/8 inches. If the scale reads 1 inch = 10 feet, what are the dimensions of the room?	4	Test on reading floor plans and maps.	Industrial Arts
106. Assuming you are a farmer: Calculate feed conversion (amount of feed required to yield a pound of weight gain per day) given the amount of feed, days on feed, starting weight and ending weight.	1	A. Correct choice of process B. Accurate compilation	Agriculture

Math

Course: GENERAL MATH

Topic or Unit: MULTIPLICATION **Career Objective:** CAREER PREPARATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
107. Percentages as related to careers in soil sciences. Place about 1 cup of soil in a quart jar, fill the jar with water and shake for 5 minutes, then allow the soil to settle. Three distinct types of material should settle out (bottom sand, middle silt, upper clay). Have the students calculate the percent of each.	1	Teacher assess comparison to teacher's answer sheet.	Agriculture Earth Science
108. Calculate the average litter size given the number of sows and number pigs in each litter.	1	A. Correct choice of process B. Accurate compilation	Agriculture
109. Calculate the yield of crop per acre given total yield and number of acres.	1	Teacher assessment. A. Correct choice of process B. Accurate compilation	Agriculture
110. Calculate the amount of nitrogen in a bag of fertilizer given the percent of nitrogen in the material and the weight of the bag.	1	Teacher assessment. A. Correct choice of process B. Accurate compilation	Agriculture Science

Math

Course: GENERAL MATH

Topic or Unit: MULTIPLICATION

Career Objective: CAREER PREPARATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
111. Assuming you are a carpenter: Determine the number of board feet needed to construct a bulletin board 108 inches by 72 inches.	5	Teacher check A. Correct choice of process B. Correct choice of formula C. Correct use of data to convert sq. in. to sq. ft. D. Accurate compilation	Shop Home Economics
112. Assuming you are a cook: Give a student a recipe to enlarge in order to serve his entire class. (He must determine the amounts and units to use.)	5	A. Correct choice of process B. Accurate compilation	Family Life Home Economics
113. In 1974, the California Public Utilities Commission urged that residential customers of 4000 KWH/month reduce their usage by 5%; customers with 600 KWH/month 10%, and all customers 1000 KWH/month 15%. If the customer ordinarily used 1200 KWH/month, how much should she try to reduce?	5	A. Correct choice of process B. Accurate compilation	Ecology Homemaking Consumer Ed

Math

Course: GENERAL MATH

Topic or Unit: MULTIPLICATION

Career Objective: CAREER PREPARATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
114. Given specific data calculate board feet by multiplying the parts of the formula using decimals. In relation to careers in construction.	1, 4, 5, 10, 13, 15	Teacher evaluation of tests and demonstration.	Home Economics Vocational Ed Career Ed Science Math Shop
115. Given the board feet compute total cost of a project. In relation to careers in construction.	1, 4, 5, 10, 13, 15	Teacher evaluation of tests and demonstration.	Home Economics Vocational Ed Career Ed Science Math Shop
116. Determine how many square feet are to be painted on a particular wall of your room.	1, 4, 5, 10, 13, 15	Teacher evaluation A. Correct measurement B. Correct choice of process C. Accurate compilation	Home Economics
117. Assuming you are a clerk selling yard goods: Determine the cost of 34 yards at $2.99 per yard.	5	Student check by answer sheet	Home Economics Business

Math

Course: GENERAL MATH

Topic or Unit: MULTIPLICATION **Career Objective:** CAREER PREPARATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
118. Write the commanding officer of a National Guard or other military organization to talk to students about the use of math in the service.	14	Questionnaire	Career Guidance
119. Assuming you are a clerk: Determine the cost of 2 1/2 pounds of candy at 98¢ a pound.	2, 5	A. Correct choice of process B. Accurate compilation	Home Economics Business
120. Assuming you are a home owner: Figure the amount of fertilizer needed for a small lawn area given the amount need-per yard.	1, 5	A. Correct choice of process B. Accurate compilation	Agriculture Homemaking
121. Given the cost of a meal for a family of five, how much would it cost to feed fifty people the same meal?	5	A. Correct choice of process B. Accurate compilation	Home Economics Food Service
122. Assuming you are a clerk: Given 6% tax, determine tax payable on a $7.99 pair of tennis shoes.	5	A. Correct choice of process B. Accurate compilation	Home Economics Consumer Ed

Math

Course: GENERAL MATH

Topic or Unit: MULTIPLICATION **Career Objective:** CAREER PREPARATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
123. Assuming you are a beautician working on 40% commission: Given your daily receipts, what would you make?	2	Post test A. Correct choice of process B. Accurate compilation	Business
124. Assuming you are a businessman: Determine the amount of interest you must pay in one year if you pay 1 1/2 percent interest a month, as on a credit card.	5	Student check answer sheet A. Correct choice of process B. Accurate compilation	Consumer Ed
125. Figuring a decrease in salary of 15% and later a raise of the same percent, how does the final salary compare?	2	Student discussion A. How to find the answer B. Why is the second raise higher than the first.	Business
126. Assuming you are a farmer: Given the number of cows and number of calves, calculate the percent calf crop.	1	Teacher assessment A. Correct choice of process B. Accurate compilation	Agriculture

Math

Course: GENERAL MATH

Topic or Unit: MULTIPLICATION

Career Objective: CAREER PREPARATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
127. Assuming you are a scientist: Place 1 cup of soil in a quart jar. Fill the jar with water and shake for 5 minutes. Allow this to settle for 24 hours. Three distinct types of material should settle out. (Bottom sand, middle silt, upper clay). Students should calculate the percent of each soil by measurement of each layer.	1	Teacher assessment A. Correct choice of process B. Accurate compilation	Agriculture
128. Assuming the role of a farmer: A certain number of unity (pounds) of nitrogen is needed for different usage of land. Given the number of units recommended and the percent of actual element in the fertilizer, determine the number of pounds needed, calculate this data for several different fertilizers and determine the least expensive.	1	Student discussion and comparison	Agriculture

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Math

Course: GENERAL MATH

Topic or Unit: MULTIPLICATION **Career Objective:** CAREER PREPARATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
129. Assuming you are a farmer: Given the number of tons and the price per ton figure the total cost of a load of feed.	1	A. Correct choice of process B. Accurate compilation	Agriculture
130. Assuming you are a farmer: Given the price per pound figure the cost of a ton of feed.	1	Teacher evaluation A. Correct choice of process B. Correct use of data to convert to tons. C. Accurate compilation	Agriculture
131. Assuming you are a cashier: Sell three pair of socks at 77¢ a pair, determine the total cost of the socks.	2, 5	A. Correct choice of process B. Accurate compilation	Home Economics Business
132. Assuming you are an accountant: Given number of dependents, determine total amount of deductions.	2, 5	A. Deduction = $750 B. Correct choice of process C. Accurate compilation	Business Homemaking
133. If a doctor keeps appointments for six hours a day and spends an average of twenty minutes on a patient, how many does he see each day?	2, 8	Student comparison A. Correct choice of process B. Correct use of data to convert hrs. to minutes C. Accurate compilation	Business Family Life

Math

Course: GENERAL MATH

Topic or Unit: MULTIPLICATION

Career Objective: CAREER PREPARATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
134. Assuming you are a businessman: Given the route taken, the average speed over specific parts of the route and the gas consumption at each speed, calculate the cost of the gas for a cookie company truck run.	2	Demonstrate on board.	Business P.E.

Math

Course: GENERAL MATH

Topic or Unit: METRICS

Career Objective: CAREER PREPARATION KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
135. Given specific measurements, convert in linear metrics from ilometre through millimetre by division.*	1,2,4,8, 5,10,12, 13.15	Teacher evaluation - written test and observation. Accurate use of the conversion process	Consumer Educatio Business Economics Homemaking Science Career Education
136. Given specific volume, convert in volume metrics from kilolitres through mililetre by division.*	1,2,4,8, 5,10,12, 13,15	Teacher evaluation - written test and observation. Accurate use of the conversion process	Consumer Educatio Business Economics Homemaking Science Career Education
137. Given specific weights, convert metric weight from kilogram through milligram by division.*	1,2,4,8 5,10,12	Teacher evaluation - written test and observation. Accurate use of the conversion process	Consumer Educatio Business Economics Homemaking Science Career Education

Math

Course: GENERAL MATH

Topic or Unit: METRICS

Career Objective: CAREER PREPARATION
KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
138. Given specific measurements, convert linear metrics from millimetre through kilimetre by multiplication.*	1,2,4,8, 5,10,12, 13,15	Teacher evaluation - written test and observation. Accurate use of the conversion process.	Consumer Education Business Economics Homemaking Science Career Education
139. Given specific measurements convert volume (metric) from millilitre through kilolitre by multiplication.*	1,2,4,8, 5,10,12, 13,15	Teacher evaluation - written test and observation. Accurate use of the conversion process.	Consumer Education Business Economics Homemaking Science Career Education
140. Given specific weight, convert weight (metric) from gram through kilogram by multiplication.*	1,2,4,8, 5,10,12, 13,15	Teacher evaluation - written test and observation. Accurate use of the conversion process.	Consumer Education Business Economics Homemaking Science Career Education

Math

Course: GENERAL MATH

Topic or Unit: METRICS

Career Objective: CAREER PREPARATION
KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
141. Given specific measurements, weight and volume show the relationship of metric linear to metric weight to metric volume. *	1,2,4,8, 5,10,12, 13,15	Teacher evaluation - written test and observation. Accurate use of the conversion process.	Consumer Educatio Business Economics Homemaking Science Career Education
142. Given specific information divide consumer price by metric length to determine the cost per unit.*	1,2,4,8, 5,10,12, 13,15	Teacher evaluation - written test and observation. Accurate use of the conversion process.	Consumer Educatio Business Economics Homemaking Science Career Education
143. Given specific data divide consumer price by metric weight to determine cost per unit.*	1,2,4,8, 5,10,12, 13,15	Teacher evaluation - written test and observation. Accurate use of the conversion process.	Consumer Educatio Business Economics Homemaking Science Career Education

Math

Course: GENERAL MATH

Topic or Unit: METRICS

Career Objective: CAREER PREPARATION KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
144. Given spedific data divide consumer price by metric weight to determine cost per unit.*	1,2,4,8 5,10,12 13,15	Teacher evaluation - written test and observation. Accurate compilation	Consumer Education Business Economics Homemaking Science Career Education
145. Given specific data multiply consumer price by metric length to determine total cost.*	1,2,4,8 5,10,12 13,15	Teacher evaluation - written test and observation. Accurate compilation	Consumer Education Business Economics Homemaking Science Career Education
146. Given specific data multiply consumer price by metric weight to determine total cost.*	1,2,4,8, 5,10,12, 13,15	Teacher evaluation - written test and observation. Accurate compilation	Consumer Education Business Economics Homemaking Science Career Education

Math

Course: GENERAL MATH

Topic or Unit: METRICS

Career Objective: CAREER PREPARATION KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
147. Given specific data multiply consumer price by metric volume to determine total cost.*	1,2,4,8, 5,10,12 13,15	Teacher evaluation - written test and observation. Accurate compilation	Consumer Education Business Economics Homemaking Science Career Education
148. Given specific data add combinations of metric, decimetre, centimetre and millilitre.*	1,2,4,5 10,12,13, 15	Teacher evaluation - written test. Accurate compilation	Business Economics Homemaking Science Career Education
149. Given specific data add combinations of litre, decilitre, centilitre and millilitre.*	1,2,4,5, 10,12,13 15	Teacher evaluation - written test. Accurate compilation	Business Economics Homemaking Science Career Education

Math

Course: GENERAL MATH

Topic or Unit: METRICS

Career Objective: CAREER PREPARATION KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
150. Given specific data add combinations of gram, decigram, centigram and milligram.*	1,2,4,5, 10,12,13 15	Teacher evaluation - written test. Accurate use of conversion process Accurate compilation	Business Career Guidance Homemaking Home Economics
151. Given specific data subtract combinations of metres, decimetres, centimetres and millimetres.*	1,2,4,5 10,12, 13,15	Teacher assessment. Accurate use of conversion process Accurate compilation	Business Career Guidance Homemaking Home Economics
152. Given specific data subtract combinations of litres, declitres, centilitres and millilitres.*	1,2,4,5, 10,12,13 15	Teacher assessment. Accurate use of conversion process Accurate compilation	Business Career Guidance Homemaking Home Economics
153. Given specific data subtract combinations of grams, decigrams, centigrams and milligrams.*	1,2,4,5, 10,12,13 15	Accurate use of conversion process Accurate compilation	Business Career Guidance Homemaking Home Economics

Math

Course: GENERAL MATH

Topic or Unit: METRICS

Career Objective: CAREER PREPARATION
KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
158. Learn prefixes micro milli, centi, kilo, de , hecto, dika. The proper spelling and meaning relating to the metric system.	1,2,3,4 5,8,10,11	Pre-Test, Post-Test. A. Definition B. Spelling	Science Home Economics Modern Arts Physical Education
159. Make a poster showing the relationship of the size of a micrometer, millimeter, centimeter and meter.	1,2,3,4, 5,8,10,11 12,15	Teacher evaluation. A. Accurate measurements B. Demonstrates relationships	Science Home Economics Modern Arts
160. Save labels from canned food. Be sure to choose those showing grain equivalent weight and create a collage.	1,5,10,12	Teacher assessment. A. Must have a message B. Labels must show grain equivalent weights	Home Economics Consumer Education Art
*In relation to all careers involving the use of measurement.			

Math

Course: GENERAL MATH

Topic or Unit: METRICS

Career Objective: CAREER PREPARATION KNOWLEDGE AND SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
161. Given specific data, add common fractions on tapes. (linear and metric).	1, 2, 4, 5, 10, 11 12, 13, 15	Teacher evaluation and student demonstration. A. Accurate computation	Business Science Homemaking Consumer Ed Voc. Ed
162. Given specific information, subtract common fractions on a tape measure (linear and metric) in relation to careers in construction.	1, 2, 4, 5, 10, 11 12, 13, 15	Teacher evaluation and student demonstration A. Accurate computation	Business Science Homemaking Consumer Ed Voc. Ed
163. Given specific data, multiply common fractions on a tape measure (linear and metric).	1, 2, 4, 5, 10, 11 12, 15	Teacher evaluation and student demonstration. A. Accurate computation.	Business Science Homemaking Consumer Ed Voc. Ed
164. Given specific data divide common fractions on a tape measure (linear & metric).	1, 2, 4 5, 10, 11, 12, 13, 15	Teacher evaluation and student demonstration.	Business Science Homemaking Consumer Ed Voc. Ed

Math

Course: GENERAL MATH

Topic or Unit: METRICS

Career Objective: CAREER PREPARATION KNOWLEDGE AND SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
165. Given specific data, add decimal on a metric tape measure.	1, 2, 4 5, 10, 12, 13, 15	Teacher evaluation and student demonstration. A. Accurate computation	Business Science Homemaking Consumer Ed Voc. Ed
166. Given specific data, subtract decimal on a metric tape	1, 2, 4, 5, 10, 11, 12, 13, 15	Teacher evaluation and student demonstration. Accurate Computation	Business Science Homemaking Consumer Ed Voc. Ed
167. Use of metric manipulations a. Cuiseraire Rods b. Calipers c. Scales	1, 2, 4, 5, 10, 11, 12, 13, 15	Teacher Assessment Proper use of measuring devices	Business Science Homemaking Consumer Ed Voc. Ed
168. Assuming you are a nurse, weigh 30 people in pounds and convert to grams.	8	Teacher Assessment a. Accurate use of conversion data b. Accurate computation	Health

Math

Course: GENERAL MATH

Topic or Unit: COMPUTERS

Career Objective: CAREER PREPARATION
ATTITUDE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
169. Tour a local facility that operates a computer to better understand how computers have mechanized the working world in relation to all careers.	3	Teacher evaluation of student reactions to tour: class discussion after tour and thank you letters.	Math Social Science
170. Students will write a paper analyzing how computers have changed the world of work and how technology has advanced the position of the laborer.*	8	Teacher assessment of student papers. A. Relavent Data B. Logical Conclusion(s)	Math Social Science
171. Students will discuss what personal experiences they have had with computers.*	8	Class discussion with teacher comments.	Math
172. Students will discuss what computers can do that men had to do by hand in the past.*	9	Class discussion with teacher comments.	Math
*In relation to all careers			

Math

Course: GENERAL MATH

Topic or Unit: MEASUREMENT

Career Objective: CAREER PREPARATION
KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
173. Assuming you are an architect, design a greenhouse, keeping in mind, cost, time time to build, and maximum area for growth of plants.	1	Teacher evaluation. A. Accurate costs for labor & materials per hr., foot and sq. yd. B. Plan must meet standard specs. C. Accurate computation	Construction Manufacturing Business Ornamental Hort.
174. Assuming you are an architect, design an irrigation system for a 40 acre almond ranch (keeping in mind cost and labor).	1	Teacher evaluation. A. Accurate costs for labor & materilas per hr., foot and sq. yd. B. Plan must meet standard specs. C. Accurate computation.	Construction
175. Assuming you are a contractor, from a blueprint of a foundation, calculate the number of cubic yards of cement and the total cost.	4	Comparison to answer sheet. A. Accurate costs for labor & materials per hr., ft. and cubic yd. B. Correct choice of formulas to find cubic yds. C. Accurate computation.	Business Manufacturing

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Math

Course: GENERAL MATH

Topic or Unit: MEASUREMENT

Career Objective: CAREER PREPARATION
KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
176. Assuming you are a contractor, design and calculate the cost of a sub-floor for a two and three bedroom house.	4	Comparison to answer sheet. A. Accurate cost of lumber per ft. B. Correct choice of process C. Accurate computation	Business Manufacturing
177. Assuming you are a farmer, if allotted so much area for a garden, draw a plan of where and how you are going to plant and write a report discussing why it is the best way.	1	Teacher assessment. A. Correct choice of scale and its use. B. Allowance for adequate growing space. C. Accurate data to support plan.	Agriculture
178. Assuming you are a utility company employee, read a gas meter in cubic feet.	2,14	Conclusion must match meter reading	Home Economics Consumer Education Business
179. Assuming you are a utility company employee, read electric meters in kilowatt hours.	2,14	Conclusion must match meter reading	Home Economics Consumer Education Business
180. Assuming you are a contractor, obtain several catalogs on building supplies, have students look up given specifications and prepare a price list of materials used in building a project.	4	Teacher observation. A. Accurate & complete list of needed materials B. Accurate pricing	Business Manufacturing

Math

Course: GENERAL MATH

Topic or Unit: MEASUREMENT

Career Objective: CAREER PREPARATION KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
181. Assuming you are a contractor, given blueprints, students will draw a scale model of the house.	4	Teacher evaluation. A. Accurate use of scales B. Drawing is complete	Construction Business Manufacturing
182. Assuming you are a contractor, students will visit a local construction site and observe how a transit is used and how surveying is done.	4	Class discussion after observation.	Construction Business Manufacturing
183. Assuming the role of a farmer, visit an orchard and measure how far the trees are planted apart. Draw a scale model of the orchard.	1	Teacher observation and class observation. A. Accurate use of scale	Business
184. Assuming the role of a farmer, measure different types of containers used in the harvest of given farm products.	1	Teacher assessment.	Business Manufacturing Construction

Math

Course: GENERAL MATH

Topic or Unit: MEASUREMENT

Career Objective: CAREER PREPARATION KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
185. Assuming you are a nurseryman, compute the following: Design the landscaping for your school. Use a scale drawing suitable to the project size.	4,6	Small group evaluation A. Accurate use of scale B. Reasonable choice of plants C. Reasonable use of space for growth	Home Economics Ecology Nursery
186. Assuming you are a health teacher, measure the distance you walk per day and per week.	All	Individual interviews. A. Correct choice of process B. Accurate computation	All
187. Assuming you are a carpenter, given a 1" x 1/4 x 5' piece of pine, create a meter stick and break it down showing the smaller parts, centimeter and millimeter.	All	Teacher observation and student comparisons. A. Demonstrate understanding of fractions. B. Accurate measurements	All
188. Assuming you are a carpenter, given a 1" x 1/4" x 5' piece of pine, create a meter stick and break it down showing the smaller parts, centimeter and millimeter.	All	Teacher observations and student comparisons. A. Demonstrate understanding of fractions B. Accurate measurements	Construction Business Manufacturing
189. Assuming the role a television repairman, measure the size of picture tubes and compare them with cost and size.	3	Class discussion Sources of data Process of solution	Construction Business Manufacturing

Math

Course: GENERAL MATH

Topic or Unit: MEASUREMENT

Career Objective: CAREER PREPARATION KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
190. Assuming the role of a television repairman, using an ocilloscope, measure different waves before and after going through an amplifier.	3	Teacher evaluation A. Accurate readings	Construction Business Manufacturing
191. Students will tour a local print shop and observe the layout of a newspaper.	3	Class discussion	Journalism
192. Assuming the role of an electrician, using a micrometer, measure the different gauges of wire.	3	Teacher assessment A. Correct use of micrometer B. Accurate measurement	Construction

Math

Course: GENERAL MATH

Topic or Unit: MEASUREMENT

Career Objective: CAREER PREPARATION KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
193. The student will determine the amount of carpet needed to cover 3 rooms of their home.	1, 4, 5, 10, 12	Self appraisal of room sizes - class discussion of computation and methods used to find solution	Industrial Art Science
194. Given a blue print of a lot and house located on the lot, the student will determine the amount of land needing landscaping.		Teacher assessment on process of solution and correctness of answer.	Industrial Art Agriculture
195. Given the measurements of a lot, the student will determine the cost of fencing the lot.		Teacher assessment of process of solution and correctness of answer.	Agriculture Industrial Art
196. Assuming you are to construct a swimming pool, design and estimate the cost of building and maintaining the pool.	1, 2, 4, 5, 9, 10 12, 14	Class appraisal of practicality on designated cost of pool. Assessment of methods used to determine space needed, materials needed, cost of making and maintenance (heating, clean and water)	Business Science Consumer Ed Industrial Art
197. Given a sample blueprint the student is to determine the cost of linoleum for a kitchen and dining room at $1.99 per sq. ft.		Teacher assessment of methods of computation and correctness of calculations.	Consumer Ed Wood Shop

Math

Course: GENERAL MATH

Topic or Unit: MEASUREMENT

Career Objective: CAREER PREPARATION KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
198. Assuming you are a printer: Given a blue print of a house the student is to estimate the cost of painting the exterior, the living room and the family foom.	3, 4, 5, 10, 12	Objective teacher evaluation: A. Correct calculations of sq. ft. B. Correct calculations of amt. of paint needed.	Business Consumer Ed Industrial Art Art

Math

Course: GENERAL MATH

Topic or Unit: CAREER AWARENESS

Career Objective: CAREER PREPARATION AND CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
199. Clip articles from newspaper involving numerals. This could include sports, finance, etc.	All	Class reports	All
200. Trip to college campus for math contest.	14	Teacher evaluation	Physical Ed Journalism
201. Choose a book from the library (math area). Prepare an oral report relating to a career involving the use of math.	All	Class determine interest level A. Most interesting B. Demonstrated the most research	Language Arts Speech
202. View movie Pacific Telephons - "About Time."	3, 2	Student discussion and critique.	Business Language Arts
203. Have an accountant visit class to explain his work, the background and skill needed.	14	Questionnaire	Business Agriculture
204. Have the manager of the local bank explain his views on the importance of math as associated to his profession.	14	Questionnaire	Business Industrial Arts

Math

Course: GENERAL MATH

Topic or Unit: PERCENTAGE

Career Objective: CAREER PREPARATION CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
205. Given the content of chemical components in a bag of fertilizers the student is to compute the percentage of each component contained in the fertlizer.	1, 5, 6, 10, 12	Self appraisal of method used comparison to analysis on fertlized package.	Agriculture Science
206. Given a sample pay check, the student the student will complete the percentage of deductions from the gross income for each itemized deduction.	2	Teacher assessment of methods used and correctness of computation.	Business Consumer Ed
207. Assuming the role of a dietition the student will chart the daily consumption of food for one week. The student will then compute the percentage of carbohydrates, protein and starches in their weekly diet.	5, 8, 9	Class appraisal - comparisons of diets and percentages of caloric intake.	Home EC Business Consumer Ed
208. Given the total amount of expenditures for a business the student is to calculate the percentage of cash output for labor.	1 - 10, 12-15	Teacher assessment of methods used in compilation and correctiveness of calculations.	Agriculture Business Science Industrial Arts Consumer Ed

Math

Course: GENERAL MATH

Topic or Unit: MATH CAREERS

Career Objective: CAREER PREPARATION CAREER EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
209. Class Activity: 1) Invite a guest speaker from local business college. a. Student will compile a list of questions to be answered by the representative ie: courses offered; skills taught; length of training period. 2. Students will take a follow up trip to college to explore facilities 3. Students will write a short essay on career which most appeals to them from the learning activities. above.	1-15	A. Teacher administers & scores a questionnaire on specific topics discussed by guest speaker during field trip. B. Attendance and cooperation during field trip. C. Each student will reveal the content of his essay and tell why this appealed to them. Items for evaluation: a) Skills needed to obtain job b) Salary - working conditions c) Fringe benefits d) length of training e) Equipment to be used in career	Business Agriculture Science Industrial Art English

Math

Course: GENERAL MATH

Topic or Unit: MATH CAREERS

Career Objective: CAREER PREPARATION CAREER EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
210. Class will contract to build a house (given a sample blueprint) A. Class will list all pertinent construction needed to build the house B. Students will be grouped in pairs and assigned to a specific construction task. 1) Pairs will research their area of construction, listing all factors to be considered in meeting construction needs. 2) Based on research, each pair will submit a subcontract on assigned task. Task will be awarded to the lowest bidder.	1, 2, 4, 5, 9, 10 12, 15	A. Class appraisal and teacher critique B Teacher assessment of research paper to be turned in. C. Class discussion on all bids relating discussion to those sections they felt needed consideration before submitting their bids.	Consumer Ed Science Business Art Industrial Art

Math

Course: ALGEBRA

Topic or Unit: FORMULAS

Career Objective: CAREER PREPARATION, SKILLS & KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
1. How far can a man in an airplane at an altitude of four miles see to the horizon? [$d^2 = h(k+8,000)$]. In relation to careers in aviation.	15	Check with answer sheet.	Physics

Math

Course: ALGEBRA

Topic or Unit: GRAPHING

Career Objective: CAREER PREPARATION, SKILLS & KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
2. Assuming you are a telephone company employee: Study and graph the percent of price increase of monthly telephone bills over the last ten years.	3	Teacher evaluation.	Business Consumer
3. Assuming you are a farmer: Calculate the volume of water per unit area used in one season. Graph the daily usage of water.	1	Teacher evaluation and class discussion.	Environment Business
4. Assuming you are a farmer: Compute a percentage basis and graph the total expenses for growing a garden.	1	Teacher evaluation of graph.	Business

Math

Course: ALGEBRA

Topic or Unit: GRAPHING, PERCENT AND PROBABILITY

Career Objective: CAREER PREPARATION, KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
5. Assuming you are an English teacher: Require every class to write a report on a subject which they like best, graph the top ten subjects selected.	7	Student comparison.	Environment
6. Assuming you are a dancing instructor: Graph different types of dancing by age category.	7	Teacher evaluation and class discussion.	Music
7. Assuming you are an art teacher: Graph different types of art according to age group.	7	Teacher evaluation.	Business

Math

Course: ALGEBRA

Topic or Unit: GRAPHING, PERCENT

Career Objective: CAREER PREPARATION, KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
8. Assuming you are a music teacher: Survey different instruments played in a band and graph by percent the total number of each instrument.	7	Teacher observation and student comparison.	Business Manufacturing Health
9. Assuming you are a physics teacher: Graph the ways different waves propagate.	3,4,6	Teacher evaluation.	Environment Construction
10. Assuming you are a physics teacher: Graph the different size wave lengths.	3	Teacher evaluation and class discussion.	Business
11. Assuming you are a farmer: Take five brand name tractors with approximately the same size engines and perform a gas mileage test, graph the results.	1	Class discussion of student graphs.	Business Manufacturing Environment
12. Assuming you are a nurse: Observe student health records to determine how many people are allergic to bee stings. Graph the results.	8	Teacher evaluation.	Environment Business Manufacturing
13. Survey one hundred students at random by desired occupation. Graph the top ten occupations in relation to careers.	All	Teacher assessment and student comparison.	All

Math

Course: ALGEBRA

Topic or Unit: GRAPHING, PERCENT

Career Objective: CAREER PREPARATION, KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
14. Assuming you are a home economist: Given a family budget graph by percent of income the items paid out each month.	All	Teacher assessment.	All
15. Assuming you are a doctor: Given different size oxygen tents, graph the amount of oxygen going into each tent.	8	Teacher assessment.	Environment
16. Assuming you are a doctor: Graph the number of heart attack victims according to age.	8	Teacher evaluation.	Environment
17. Assuming you are a doctor: Give physical tests to a smoker and non-smoker and compare the results on a graph.	8	Teacher evaluation.	Health Manufacturing Business
18. Assuming you are a doctor: Give physical tests to a drinker and non-drinker and graph the results.	8	Teacher assessment.	Health Business Manufacturing
19. Assuming you are a doctor: Give physical test between a drinker a smoker, compare results on a graph.	8	Teacher assessment.	Business Manufacturing

Math

Course: ALGEBRA

Topic or Unit: GRAPHING, PERCENT

Career Objective: CAREER PREPARATION, KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
20. Assuming you are a school nurse: Survey the number in school that wear glasses and graph according to age.	8	Discussion of graph.	Health
21. Assuming you are a school nurse: Survey the percent of total family income spent on Health Services. Graph the results.	8	Discussion of graph.	Business
22. Assuming you are a teacher: Determine the percent of people in different age groups that know the date of Lincoln's birthday.	7	Teacher evaluation.	Health
23. Assuming you are a doctor: Graph the number of heart beats per minute per student for your class.	8	Teacher evaluation and class discussion.	Environment
24. Assuming you are a doctor: Graph the different blood types of students in your class.	8	Teacher evaluation and class discussion.	Public Services
25. Assuming you are a doctor: Graph the different blood pressures of students in your class.	8	Teacher evaluation and class discussion.	Health

Math

Course: ALGEBRA

Topic or Unit: GRAPHING, PERCENT

Career Objective: CAREER PREPARATION, KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
26. Assuming you are a doctor: Graph the average number of visits per week to the emergency unit of a local hospital.	8	Teacher evaluation and class discussion.	Personal Environment
27. Assuming you are an environmentalist: Go to a recycling plant and keep track of how many people, how much they brought, from where, for what reason, and graph by percent each criteria.	6	Teacher evaluation and student comparison of graphs.	Business Consumer Manufacturing
28. Assuming you are a music teacher: Given thirty students practicing the same music for different time spans, determine the differences after two weeks of practice. Graph the results.	7	Class discussion of student graphs.	Environment Health
29. Assuming you are a history teacher: Pretest history students then let them study and post test, graph the results.	7	Class discussion of graphs.	Health Environment
30. Assuming you are a contractor: Graph the cost of heating different size houses, using different insulating materials.	4,6,10	Class discussion.	Health Manufacturing Environment Business Construction

Math

Course: ALGEBRA

Topic or Unit: GRAPHING, PERCENT

Career Objective: CAREER PREPARATION, KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
31. Assuming you are an environmentalist: Go to a local highway and pick up beer cans. Graph by percent of each can found. 90% Coors, 10% Hamms, etc.	6	Class discussion.	Business Manufacturing Environment
32. Assuming you are an environmentalist: Calculate the average number of cans per hundred yards. Graph the results.	6	Teacher evaluation.	Business Manufacturing Environment
33. Assuming you are a farmer: Install different size tractor wheels on a tractor and determine which size is best for pulling a thousand pound load.	1	Teacher evaluation.	Agriculture Business Manufacturing
34. Assuming you are a statistician: Groups of three students, each group rolling a pair of dice and recording the results. Combine the class results and record and graph on a wall chart.	9	Compare with chart showing mathematical probability.	Recreation
35. Assuming you are a statistician: Research and record the number of inches of rainfall over a ten year period and graph the results.	6	Teacher observation.	Health Environment Agriculture Recreation

Math

Course: ALGEBRA

Topic or Unit: GRAPHING, PERCENT

Career Objective: CAREER PREPARATION, KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
36. Assuming you are a environmentalist: Survey and graph the amount of water used per person per week. Break down usage in percent of specific areas, bath, clothes, drinking, gardening, etc.	9	Compare with chart showing mathematical probability.	Recreation
37. Assuming you are a health teacher: Take a survey and graph the time it takes for different people to become sunburned.	6,8	Class discussion of graph.	Health Environment
38. Assuming you are a biologist: Put one rat in the sun with no covering and another with shelter and notice and graph the percent of water and food intake of the two rats.	6,8	Teacher observation and class discussion.	Health Environment
39. Assuming you are a botanist: Grow several plants on artificial light and several on natural sunlight and some in a greenhouse. Notice and graph growth differences, height, weight, number of leaves, etc.	1,6,8	Class discussion of graphs.	Agriculture Health Environment

Math

Course: ALGEBRA

Topic or Unit: GRAPHING, PERCENT

Career Objective: CAREER PREPARATION, KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
40. Assuming you are a botanist: Grow plants with different types of soil and graph the different rates of growth.	6	Class discussion of graphs.	Health Environment Business Manufacturing
41. Assuming you are a botanist: Grow several plants and give each plant different amounts of water, graph the growth process of each plant.	6	Class discussion of graphs.	Health Environment
42. Assuming you are a doctor: Interview ten doctors and determine the fee for performing a tonsillectomy and graph the results.	8	Teacher assessment.	Business
43. Assuming you are an economist: Given twenty telephone bills calculate the percent of long distance calls and graph the results.	2,3	Teacher assessment.	Construction Personal Services
44. Assuming you are a nurse: Survey people who have been hospitalized and graph according to age.	2,8	Teacher assessment and class discussion.	All

Math

Course: ALGEBRA

Topic or Unit: GRAPHING, PERCENTAGES **Career Objective:** KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
45. Following a lecture and demonstration on the skills required in graphing and finding percentages; each student will demonstrate his/her graphing skills by finding and using data from at least one of the following career areas: 1. Farming 2. Business 3. Teaching 4. Law 5. Science research 6. etc. (Activity may be used any number of times by changing the career areas.)	All	1. Teacher will evaluate accuracy in percentage and graphing skills. 2. Teacher will critique graphs in general pointing out common errors in computation and usage.	Agriculture Science Social Science

Math

Course: ALGEBRA

Topic or Unit: GRAPHING, PERCENTAGES

Career Objective: CAREER PREPARATION KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
46. Each student will write an essay exam explaining the value of graphing in a specific career area.	All	Teacher evaluation of essays based upon the following criterie: 1. Does the essay indicate a knowledge of graphing skills? 2. Does the essay indicate a knowledge of the career area (s)? 3. Does the essay indicate a rational use of the graphing technique vis a vis the career area.	All

Math

Course: ALGEBRA

Topic or Unit: GRAPHING

Career Objective: CAREER PREPARATION, SKILLS & KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
47. Assuming you are taking a poll, take a survey of your block on people who have televisions, radios, telephones, newspapers, and graph the results.	3	Teacher assessment of student product.	Business Media
48. Plant one hundred plants and figure out the cost and graph it, in relation to careers in agriculture.	1	Teacher observation.	Business Consumer Homemaking
49. Assuming you are a mathematician, graph the number of telephone calls you receive per week. Put your results on three graphs. 1. Emergency 2. Necessary 3. Unnecessary	3	Discussion of graph.	Business Construction
50. Assuming you are an advertisng consultant, calculate and graph the percent of advertisements of a local newspaper for a month.	3	Discussion of graph.	Business

Math

Course: ALGEBRA

Topic or Unit: GRAPHING

Career Objective: CAREER PREPARATION, SKILLS & KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
51. Assuming you are a home economist, visit ten different stores and purchase the same ten items. Find the average cost and compare the prices of the same items at each store. Graph the results.	5	Teacher assessment.	Business
52. Assuming you are a home economist, buy ten items on sale one week, and then buy them at the regular price. Calculate and graph percent differences for each item and also total the percent of savings.	5	Class discussion of percent differences.	Business
53. Assuming you are a home economist, visit five local grocery stores and notice and graph the top ten products shipped to that grocery store and the quantity of each product.	5	Teacher evaluation.	Business
54. Assuming you are a home economist make a survey and graph the percent of total income spent on house furnishings by different size families.	5	Class discussion and teacher assessment.	Business Manufacturing

Math

Course: ALGEBRA

Topic or Unit: GRAPHING

Career Objective: CAREER PREPARATION, SKILLS & KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
55. Assuming you are an advertising consultant, make a survey of five local grocery stores and graph how many people buy food at those stores.	5	Class discussion and teacher assessment.	Business
56. Assuming you are a contractor, calculate and graph the percent of increase in labor costs over the last ten years.	11	Teacher assessment.	Business Consumer
57. Assuming you are a contractor, calculate and graph the percent of increase in plumbing fixtures in relation to different sizes.	4	Teacher assessment and comparison to answer sheet.	Business Manufacturing Health
58. Assuming you are a home economist, graph by size of family and amount spent on food for three months.	5	Comparison to answer sheet.	Business Health
59. Assuming you are a stockbroker, graph the relationship of profit and loss when allowed to invest in the stock market (watch daily activity in newspaper, over a period of one month) then invest in five different corporations.	2	Teacher evaluation of graph and class discussion.	All

Math

Course: ALGEBRA

Topic or Unit: GRAPHING

Career Objective: CAREER PREPARATION, SKILLS & KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
60. Assuming you are a business machine salesman, take a survey and determine what percent of your neighbors are directly related to or working with computers. Graph them according to how many years they have been using them.	2	Teacher assessment of student survey and graph.	Communication Manufacturing
61. Assuming you are a business machine salesman, take a survey on how many people own typewriters and graph them according to how much they paid for the typewriter.	2	Teacher assessment of student survey and graph.	Manufacturing
62. Assuming you are a contractor, compute, test and graph simple stress shearing stress, bearing stress and different types of materials used in construction.	4,10	Compare with specifications.	Construction Manufacturing Business
63. Assuming you are a contractor, test, compute and graph the strain of different types of materials used in construction.	4,10	Compare with specifications of producer.	Manufacturing Business

Math

Course: ALGEBRA

Topic or Unit: GRAPHING

Career Objective: CAREER PREPARATION, SKILLS & KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
64. Assuming you are a physics teacher, drop different size objects to the ground and notice the force when it hits. Calculate the force and graph.	4,10	Compare with teacher's answers.	Manufacturing Business
65. Assuming you are a farmer, plant one hundred plants, graph plant growth per week.	1	Student comparison of graphs.	Agriculture Business Environment
66. Plant, raise and harvest corn, calculate the percent of yield (any produce). In relation to careers in agriculture.	1	Previous computations for corn.	Agriculture Business Environment
67. Grow one hundred plants and calculate the percent of plants that sprouted, and graph the results. In relation to careers in agriculture.	1	Teacher assessment.	Agriculture Business Environment
68. Assuming you are an engineer, visit several different hospitals and record the data on different emergency power supplies. Graph the information.	4,8	Class discussion and observation of graph.	Business Manufacturing Construction

Math

Course: ALGEBRA

Topic or Unit: GRAPHING

Career Objective: CAREER PREPARATION, SKILLS & KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
69. Assuming you are a farmer, compute the probabilities when breeding rabbits. Graph the information obtained.	8	Class discussion and observation of graph.	Business Agriculture Environment
70. Assuming you are a salesman, given five magazines, students rate the magazine 1 to 5 and graph the results.	3	Class discussion and observation of graph.	Business Consumer
71. Assuming you are a contractor calculate and graph the percent of expense for building a new house including the labor.	4	Teacher observation based on established criteria.	Business Manufacturing Environment
72. Assuming you are a contractor, compare and graph by percent of increase the cost of building a house over the last twenty years.	4	Teacher assessment and class discussion.	Business Manufacturing
73. Assuming you are an electrical contractor, compare and graph by percent of increase the price of copper wire over the past ten years.	4	Comparison to answer sheet.	Business Manufacturing
74. Assuming you are a farmer, graph by percent expense over a three month period of a one hundred cow dairy.	1	Comparison to answer sheet.	Business

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Math

Course: ALGEBRA

Topic or Unit: GRAPHING

Career Objective: CAREER PREPARATION, SKILLS & KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
75. Assuming you are a farmer, graph the percent of increase of the price of hay over the last ten years.	1	Class discussion of graph.	Business
76. Assuming you are a school counselor, graph the percent of working mothers in comparison with the total number of students at your school. Compare the data with other schools.	2	Teacher evaluation and class discussion.	Homemaking Health Personal Services
77. Make a bar graph on one days fruit sales, apples - 43 pounds, peaches - 31 pounds, pears - 18 pounds, cherries - 16 pounds and grapes - 25. In relation to careers in agriculture.	12	Pre test and post test on reading graphs.	Economics
78. Make a circle graph of this budget. Rent - 20%, food - 40%, clothes - 10%, insurance - 10%, housewares - 5%, savings - 5%, miscellaneous - 10 %. In relation to careers in bookkeeping.	5	Check with answer sheet after student comparison.	Home Economics

Math

Course: ALGEBRA

Topic or Unit: GRAPHING

Career Objective: CAREER PREPARATION, SKILLS & KNOWLEDGE

<table>
<tr><th>ACTIVITY</th><th>U.S.O.E. CLUSTER</th><th>EVALUATION</th><th>RELATED SUBJECTS</th></tr>
<tr><td>79. Make a broken-line graph of this days temperature.
<table>
<tr><th>Hour</th><th>9</th><th>11</th><th>1</th><th>3</th><th>5</th><th>7</th></tr>
<tr><td>Temperature</td><td>4</td><td>0</td><td>5</td><td>6</td><td>0</td><td>5</td></tr>
</table>
In relation to careers in weather forecasting.</td><td>6</td><td>Teacher evaluation.</td><td>Science</td></tr>
</table>

Math

Course: ALGEBRA

Topic or Unit: MEASUREMENT

Career Objective: CAREER PREPARATION, SKILLS & KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
80. Assuming the role of a farmer: Take soil samples from five different farms. Record observations and graph.	1	Teacher observation.	Business Environment
81. Assuming the role of a teacher, have students practice filling out income tax and social security forms.	2	Teacher assessment.	English Economics
82. Assuming the role of a teacher: Given weekly test scores, students will find the average score and graph the scores according to number.	All	Teacher evaluation.	Business Manufacturing

Math

Course: ALGEBRA

Topic or Unit: EQUATIONS

Career Objective: CAREER PREPARATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
83. Assume you are a painter, carpet layer or carpenter. You need to know the square feet of a rectangle or square. Explain the letters in the following equation: A = LXW, then W = ??	1,3,4, 10	A. A is area. B. L is length C. W is width $W = \frac{A}{L}$	Construction Agriculture Woodshop Metalshop

Math

Course: GEOMETRY

Topic or Unit: ANGLES

Career Objective: CAREER PREPARATION KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
1. How far from a building must the base of a forty foot ladder be placed to make a safe angle of 75 degrees, in relation to careers in Construction.	4,14	Make a scale drawing.	Industrial Arts
2. Assuming you are an X-rays technician, visit a local X-ray Lab, and observe the different angles at which they take X-rays for different parts of the body.	8	Student observation and class discussion.	Health
3. Students will define and illustrate 3 different angles.	4	Teacher observation of demonstration on chalkboard. a. Acute angle c. Right angle b. Obtuse angle d. Straight angle	Woodshop
4. Students will define the basic terms of plane figures in relation to careers involving the use of measurement.	4	Student participation in oral discussion.	General Math Woodshop
5. Given a specific angle use a protractor to determine the number of degrees in the angle.	4	Teacher evaluation: a. Correct use of protractor. b. Accurate reading of protractor.	Art Woodshop Geometry

Math

Course: GEOMETRY

Topic or Unit: MEASUREMENT

Career Objective: CAREER PREPARATION, KNOWLEDGE, & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
6. Assuming the role of a Surveyor complete the following: Learn to use a compass and protractor with the aid of a city map for street layouts of telephone facilities.	2,3,4	Small group comparison.	Industrial Arts Business
7. Using the formula (n) qts + 4 = gals., change the number of quarts to gallons by dividing by 4 assume you have 326 qts.	1,2,4, 5,10, 11,12, 13,15	Teacher evaluation on tests.	General Math
8. A radio tower is anchored by guy wires. If the wire is anchored 250 feet from the base of the tower and creates an angle of 59o in connecting to the tower, how long is the wire?	3,4	A. Correct choice of compilation process. B. Correct choice of formula. C. Accurate compilation of data. D. Correct answer.	Construction Electronics Algebra
9. An airplane is approaching an airport at an altitude of 21,000ft. (airport is at sea level). The pilot has orders to constant angle of 6o while coming in for a landing. How far, to the nearest half mile, from the runway should the pilot begin the descent?	15	A. Correct choice of compilation process. B. Correct choice of formula (s). C. Accurate compilation of data. D. Correct answer. (38 miles)	Aviation Algebra General Math

Math

Course: GEOMETRY

Topic or Unit: MEASURING

Career Objective: CAREER PREPARATION, KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
10. A service station owner needs a tank which must hold 2,500 gallons. One dimension of the tank can't exceed 15'. What are the other dimensions in feet?	12	A. Correct choice of compilation process. B. Correct choice of formula. C. Accurate compilation of data. D. Correct answer.	Agriculture Algebra
11. A lumberman has a log which is 62.8 inches in circumference. How long is the side of a cross section of the largest square beam that can be cut from the log?	1	A. Correct choice of computation B. Correct choice of formulas. C. Accurate compilation of data. D. Correct answer.	Algebra Woodshop
12. A carpet layer has to put down carpet in a room 10'6" X 9'6". How many square yards of carpet will be needed to complete the job?	5	A. Correct choice of computation process. B. Correct choice of formula. C. Correct choice of data to convert sq. feet and/or sq. inches into sq. yards. D. Accurate compilation of data. E. Correct answer.	Algebra General Math Consumer Ed. Homemaking

Math

Course: GEOMETRY

Topic or Unit: MEASURING

Career Objective: CAREER PREPARATION KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
13. A tailor (dressmaker or sheet metal worker) has a pattern which requires 4yds. of 36" wide material. Only 54" wide material is available. How many yards of 54" wide material will be needed to complete the pattern?	5	A. Correct choice of compilation process. B. Correct choice of formula. C. Correct choice of data to convert sq. inches and/or sq. feet into sq. yards. D. Correct answer. E. Accurate compilation of data.	Consumer Ed. Homemaking Algebra General Math Metal Shop
14. An Almond grower has 35 acres of bare land which is to be converted into an orchard. Assuming that almond trees must be planted at 20' intervals and that a 20' border (measured from tree trunk) is required. What is the maximum number of trees which can be planted?	1	A. Correct choice of compilation process. B. Correct choice of formula (s). C. Accurate compilation of data. D. Correct choice of data to convert acres to sq. ft. or sq. yds. E. Correct answer.	Agriculture Algebra General Math

Math

Course: GEOMETRY

Topic or Unit: MEASURING

Career Objective: CAREER PREPARATION, KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
15. A fireman is going to a fire in a multiple storied building. The ladder can be extended to a maximum length of 68ft. when elevated to its maximum angle of 70o. The base of the ladder is mounted on the trunk 7 ft. above the ground. How high above the ground will the ladder reach?	14	Teacher evaluation: A. Proper choice of formulas. B. Proper choice of process. C. Accurate compitation of data. D. Correct answer. (71ft.)	Algebra General Math
16. A cement contractor has agreed to lay a concrete floor for a garage. The floor must be 30 feet long, 25 feet wide and 15 inches thick. How many cubic yards of concrete must be ordered in order to complete the job?	4	Teacher evaluation: A. Correct choice of formula for finding cubic area. B. Correct choice of data to convert inches into feet. C. Correct choice of data to convert cubic feet into cubic yards. D. Student demonstrates accurate computation skills.	Construction General Math Algebra

Math

Course: GEOMETRY

Topic or Unit: MEASURING

Career Objective: CAREER PREPARATION, KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
17. A painter is going to paint a room in a house. Two walls measure 15' X 8' and two walls measure 10' X 8'. There are two windows. One is 6' X 4' and the other is 4' X 3'. There is one door (not to be painted) which is 7' X 4'. How many sq. feet must be painted?	4	Teacher evaluation: A. Student chooses correct computation process to find the solution. B. Correct choice of formula to find sq. area. C. Demonstrates accurate computation skills.	Construction Woodshop General Math Algebra
18. An almond grower is going to plant 25 new trees in his orchard. Each tree requires a 86 cubic inch hole for proper planting. The new tree roots will take up 37 cubic inches of each hole. In order to irrigate the land must be level. How many cubic feet of excess soil must be moved out of the orchard?	1	Teacher evaluation: A. Student chooses the correct computation processes to find the solution. B. Correct choice of data to convert cubic inches into cubic feet. C. Demonstrates accurate computation skills.	Agriculture General Math

Math

Course: GEOMETRY

Topic or Unit: MEASURING

Career Objective: CAREER PREPARATION, KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
19. A forest ranger watches for fires from a look-out tower built on a high hill. The site of the tower is 2420 ft. above most of the surrounding land and the tower itself is 80 ft. tall. If the ranger spots a fire at an angle of 7^o, how far, to the nearest half mile, is the fire from the tower?	1	A. Correct choice of computation process. B. Correct choice of formulas. C. Accurate compilation of data. D. Correct answer. (4.5 miles)	Algebra General Math

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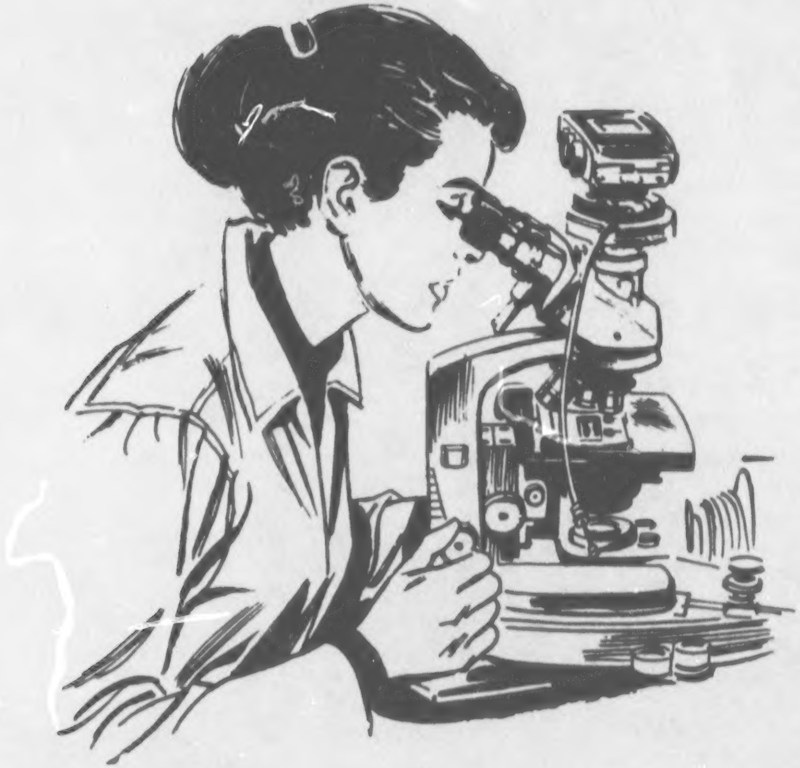

Science

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Science

Course: ASTRONOMY

Topic or Unit: CAREERS ASSOCIATED WITH ASTRONOMY **Career Objective:** CAREER AWARENESS CAREER EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
1. Students will review films, books and hand-out material related to the training to become an astronaut. Students will develope a list of requirements from their discoveries.	2,3,6, 8,13 14,15	Students will compare their list to guest lecturers list (astronaut trainee).	Electronics Health Aviation Automotives Graphies/ Communications

Science

Course: BIOLOGY

Topic or Unit: CAREERS INVOLVING THE USE OF BIOLOGY

Career Objective: EXPLORATION, AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
1. Use the following address: Institute for Research, 537 South Dearborn Street Chicago, Illinois write for Research Bulletin No. 3 "Biology as a Career."	8	Teacher assessment and comparison or written requests. Class discussion of information obtained and compilation of materials for future use.	English Social Sciences
2. Students will write to: Rice Research Associates Chicago, Illinois publishers of 'Biology Careers Manual.	8	Teacher assessment of the students written requests. Class discussion of information obtained and compilation of materials for future use.	English Social Sciences
3. Students will write to: U.S. Department of Labor: Outlook for Women in Biological Sciences, No 223-3.	8	Teacher assessment of the students written requests. Class discussion of information obtained.	English Social Sciences
4. Students will write to the Superintendent of Documents , Washington D.C. for a list of titles on careers.	8	Teacher assessment of students written requests and discussion of information obtained.	Social Sciences English

Science

Course: BIOLOGY

Topic or Unit: CAREERS INVOLVING THE USE OF BIOLOGY

Career Objective: EXPLORATION, AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
5. Students will name as many careers as possbile that relate to Biology that are performed out doors.	8	Teacher evaluation of student lists i.e. entomologist, nurseryman, landscape artist, veterinarian.	Social Sciences
6. Students will write a short, 1 page summary of the careers in Biology associated with migration.	8	Teacher evaluation to a comparative list, class discussion and critique.	Social Sciences
7. Students will look up the proper names for the study of: 1. Birds 2. Mushrooms 3. Single celled 4. Tissue study	11	Teacher assessment. Ornothology Mycology Microbiology Cytology	Social Sciences
8. Name 3 high school courses a student should take if he were to pursue a career in science.	8	Teacher assessment 1. Biology 2. Zoology 3. General Science 4. Health 5. Botany	Career Education

Science

Course: BIOLOGY

Topic or Unit: CAREERS INVOLVING THE USE OF BIOLOGY

Career Objective: EXPLORATION, AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
9. Students will define Biology, Botany and Zoology and give 3 examples of careers they prepare you for in each category.	8	Teacher assessment of student work.	Social Sciences
10. Students will list the jobs that require a Biology or Chemistry background.	8	Teacher assessment.	Social Sciences
11. Students will list all the positions available associated with marine Biology.	8	List on chalkboard.	Social Sciences
12. Students will interview an adult in a science affiliated career and discuss job outlooks for incoming employees related to their career choice.	8	Students will have a group discussion regarding their field of interest and discuss the employment outlook for those particular jobs.	Chemistry

Science

Course: BIOLOGY

Topic or Unit: CAREERS INVOLVING THE USE OF BIOLOGY **Career Objective:** EXPLORATION, AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
13. Students will visit a a cannery to to discover the variety of jobs related Biology.	1-15	Teacher assessment of written report: Report should include: 1. Chemical test used 2. Quality standards 3. Training necessary to inspect product of cannery.	Chemistry Math

Science

Course: BIOLOGY

Topic or Unit: COMPUTERS

Career Objective: CAREER PREPARATION, KNOWLEDGE & ATTITUDES

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
14. Students will discuss how computers can save time in medicine and save lives.	8	Class discussion with teacher comments. Also critique by students.	Math
15. Students will discuss what computers cannot do that the human brain can do.	8	Class discussion with teacher comments. Also critique by students.	Math

Science

Course: BIOLOGY

Topic or Unit: SYSTEMS **Career Objective:** CAREER EXPLORATION & AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
16. Students will list at least three occupations involving the use of radio activity.	8	Teacher assessment: examples - x-ray technician radiologist, nuclear physicist	Social Science Chemistry
17. Students will list the many uses of radiation and list the occupations that use radioactive substances.	8	Teacher assessment: write on chalkboard 1. radiologist 2. lab technician 3. nuclear physicist	Social Science Chemistry
18. Students will write a brief paper explaining the possible dangers of working around x-rays and the prevention measures x-ray technicians use during their work.	8	Teacher assessment (lead shields) (detector badges)	Social Science Chemistry

Science

Course: BIOLOGY

Topic or Unit: FIELD TRIPS & RELATED ACTIVITIES **Career Objective:** CAREER EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
19. Students will write a short 1 page paper discussing how people that have problems with the endocrine system (glands that secrete directly into the bloodstream) can lead normal productive lives through the use of: 1. insulin 2. thyroxin 3. adrenalin	8	Teacher assessment and following answers. Gland — Disease 1.Pancreas — 1.Diabetes 2.Thyroid — 2.Goiter 3.Adrenal — 3.Heart Stimulation	

Science

Course: BIOLOGY

Topic or Unit: FIELD TRIPS & RELATED ACTIVITIES

Career Objective: CAREER EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
20. Students will attend a career expo in their community and find one career in each general area that interests them.	14	Students will list the subject area and one job choice from each area they discovered at the Career Expo. Subject — Career Choice a. math — a. b. science — b. c. social studies — c. d. language arts — d. e. physical educatione.	All
21. Students will visit a State College (Biology & Chemistry departments) and become familiar with the many classes offered and the career for which they prepare students.	14	Students will list the top 3 classes that would interest them if they were entering college at this time.	Chemistry
22. Student will tour a marine biology lab and observe, first hand, all the occupations associated with marine biology.	8	Class discussion and thank you letters also students will list all the careers they have discovered on the trip.	Social Science
23. Students will enter a science fair and relate their project to their career choice.	14	Students will write a short summary of the project and how it related to their choice.	Physics Earth Science Chemistry

Science

Course: BIOLOGY

Topic or Unit: USING A MICROSCOPE — ACTIVITIES AS RELATED TO CAREERS IN BIOLOGY

Career Objective: CAREER PREPARATION — SKILLS AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
24. Using suitable reference material the student will list the parts of a microscope and their functions.	6,8	Teacher assessment of student lists as compared to prepared teacher list.	All
25. Find the total magnification available on each setting.	6,8	Self-check and teacher check of student work.	Math
26. Construct a graph showing the relationship between light apperture setting and magnification.	6,8	Teacher assessment of student work and comparison to teacher prepared chart.	Math
27. Obtain a drop of "pond water" observe and draw 3 different micro organisms.	6,8	Teacher assessment of student observations.	Ecology
28. From suitable reference material make a list of health careers where a microscope is used.	6,8	Class discussion and/or list on chalkboard / compilation of lists for future reference.	Home Economics
29. Make a list of biological but not medical careers using microscopes.	6	Class discussion and teacher assessment of student list.	Biology Agriculture
30. Students will list all the careers that involve the use of microscopes.	8	Teacher assessment to comparative list and class discussion.	Social Sciences

Science

Course: BIOLOGY

Topic or Unit: FOOD CHAINS ACTIVITIES AS RELATED TO CAREERS IN AGRICULTURE

Career Objective: CAREER PREPARATION SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
31. From suitable references the students will make a list of levels in a food chain.	1,6,11	Teacher assessment of students list and class critique.	Ecology Consumer Ed.
32. Student will make a list of organisms of each level of food chain in different habitats, (ocean, lake, soil, forest, etc.)	1,6,11	Student list on chalkboard and teacher discussion of trophic levels.	Ecology Consumer Ed.
33. If possible, students will obtain information from local ranchers concerning pasture acreage to number of stock ratios.	1,6,11	Student discussion of information obtained.	Agriculture Farming
34. From appropriate references students will make a list of careers in agriculture using knowledge of food chains.	1,6,11	Teacher assessment of student list and class compilation of list for future reference.	Ecology Agriculture
35. Make a list (as in 33) of careers in Conservation.	1,6,11	Class discussion of list and compilation of data for future reference.	Ecology Forestry

Science

Course: BIOLOGY

Topic or Unit:

Career Objective:

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
36. Students list as many monthly repeating phenomena as they can think of.	1,6,8 11	Class discussion categorizing each as either biological of "tidal" and the effect on human existance.	Meterology Oceanography
37. Students list as many yearly cycles as they can think of.	1,6,8	Teacher assessment of student lists. Discussion of each cycle's impact on human existance.	Physics
38. Teacher lecture on film of lunar and solar cycles followed by brief quiz.	1,6,8	Class discussion and teacher correction of quiz.	Meterology Oceanography
39. Students list occupations in some way influenced or affected by monthly or yearly cycles.	1,6,8	Class discussion of student lists and compilation list for future reference.	Meterology Oceanography

Science

Course: BIOLOGY

Topic or Unit: THE OXYGEN CYCLE — ACTIVITIES AS RELATED TO CAREERS IN EARTH SCIENCE OR BIOLOGY

Career Objective: CAREER PREPARATION — SKILLS, AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
40. Using appropriate books students will list the many places oxygen is found.	6,11	Class discussion.and teacher critique of student lists.	Chemistry Health
41. Teacher lecture - students take notes on oxygen cycle.	6,11	Teacher check notes. Also compart notes to teacher prepared notes.	Chemistry Physics
42. Class will divide into four teams and prepare oral reports on: 1. Oxygen in rocks. 2. Oxygen in water 3. Oxygen in air. 4. Oxygen in living things.	6,11	Class discussion.of oral reports and teacher critique.	Chemistry Physics
43. Students will research "problems" caused by oxygen (rust, food spoilage, paint wear) and prepare reports.	1,4,5 6,8,10 11	Teacher assessment of student reports. Also class presentation of reports on an individual basis.	Auto Home economics
44. From career education sources students will list jobs requiring use and handling of oxygen equipment, or knowledge of cycle.	1,4,5 6,8,10 11	Teacher assessment.of list of jobs and compilation into a class list for future reference.	Voc. Education Botany

Science

Course: BIOLOGY

Topic or Unit: CLASSIFICATION SYSTEMS — ACTIVITIES AS RELATED TO CAREERS IN BIOLOGY

Career Objective: CAREER PREPARATION — KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
45. After studying classification of plants and animals, students will list examples in each classification that are beneficial to man or harmful to man.	8	Teacher assessment of student lists. Also compilation into list for future reference.	Agriculture
46. Classification of plants uses a dictomus key, classification of animals is done by groups or phylums, name 2 careers that deal with classifying things other than plants and animals.	8	Teacher assessment example - librarians classify books. example- auto shops classify parts for repairing cars.	Social Science

Science

Course: BIOLOGY

Topic or Unit: GENETICS _ ACTIVITIES RELATED TO CAREERS INVOLVING THE USE OF GENETICS.

Career Objective: CAREER AWARENESS, ATTITUDE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
47. Have students develop a list of careers utilizing a knowledge of reproduction (beside obvious doctors, nurses, nutritionists, find information on plant propagationist, artificial insemination, research scientists, animal breeders, dairymen, etc.	8	Teacher assessment of student lists.	Agriculture
48. Students will write about a career in breeding or hybridization that interests them.	8	Career list to choose from. 1. vegetable farmer 2. forester 3. animal breeder	Agriculture
49. Define Eugenics and write a 2 page paper arguing how Eugenics, while not morally acceptable, could produce a better society & econonic system. (Use Adolph Hitler and his supreme race as an example to get students started.)	8	Teacher assessment & possible debate of subject matter.	History
50. Students will do a group project explaining how apes may be able to be trained as functioning members of society and which positions they could occupy in the labor market.	8	Teacher assessment of student work and library assistance to get students started.	Social Science

Science

Course: BIOLOGY

Topic or Unit: LINEAR MEASURING IN METRIC UNITS **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
51. Students will make a list of five jobs that require the use of linear measurements.	1,4,5	Students compare lists. Prepare a composit list for the class evaluation.	Math Woodshop

Science

Course: BIOLOGY

Topic or Unit: ENTOMOLOGY

Career Objective: CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
52. Students will visit a fruit rancher and ask him to list all the different plant and animal pests that may infest his orchard	1-15	Teacher assessment of written report and comparison of teacher list of insects that are harmful to students list during oral presentation.	Speech English Plant Biology Animal Biology

Science

Course: BOTANY

Topic or Unit: PHOTOSYNTHESIS – ACTIVITIES RELATED TO BIOLOGICAL CAREERS

Career Objective: CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
1. Students will tour a local hydroponics facility and discover how it may relate to their career choice.	1,6	Class discussion after tour and letters of gratitude.	Horticulture Agriculture Ecology
2. After touring the facility, students will write a paper discussing how the production of food through nutrient solutions can affect their career choice and the world of work as it relates to them.	1,6	Teacher assessment of student reports. Also teacher critique during discussion.	Horticulture Agriculture Ecology Economics
3. List as many careers as possible that deal with plant life.	1,6	Teacher assessment - example - Botanist, Florist, Ecologist, Nurseryman.	Career Education
4. Students will discuss the process of photosynthesis and the production of energy containing materials in relation to a career in horticulture.	6,1	Teacher assessment of class discussion and critique of student responses.	Agriculture

Science

Course: BOTANY

Topic or Unit: GENETICS - ACTIVITIES RELATED TO CAREERS INVOLVING THE USE OF GENETICS

Career Objective: CAREER AWARENESS, ATTITUDE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
5. Have students develop a list of careers utilizing a knowledge of reproduction (beside obvious doctors, nurses, nutritionists, find information on plant propagationist, artificial insemination, research scientists, animal breeders, dairymen, etc.	8	Teacher assessment of student lists and compilation into a class list for future reference.	Agriculture Genetics
6. Students will write about a career in breeding or hybridization that interests them.	8	Career list to choose from: 1. vegetable farmer 2. forester 3. animal breeder	Agriculture Farming
7. Define Eugenics and write a 2 page paper arguing how Euginics, while not morally acceptable, could produce a better society & econonic system. (Use Adolph Hitler and his supreme race as an example to get students started.)	8	Teacher assessment & possible debate of subject matter.	History
8. Students will do a group project explaining how apes may be able to be trained as functioning members of society and which positions they could occupy in the labor market.	8	Teacher assessment of student work and library assistance to get students started.	Social Science

Science

Course: BOTANY

Topic or Unit: ACTIVITIES AS RELATED TO CAREERS INVOLVING THE USE OF BOTANY PRINCIPLES

Career Objective: CAREER PREPARATION — KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
9. In a report, relate principle of osmosis to water movement in or out of root tissue and how excess fertilizer can kill by dehydration of tissues. Relate to careers in fertilizer industry.	1,6	Teacher assessment of student reports. and critique.	Agriculture Physics
10. In a report, relate principle of transpiration to irrigation requirements of plants. Relate to a career in agriculture.	1	Teacher assessment of student reports. and class discussion.	Horticulture
11. Relate different aspects of plant growth and development to careers (activities would be primarily class discussion). a. Adventitious buds - enable horticulturists to propagate plants from stem cuttings. b. Arial roots-enable horticulturists to propagate plants by air layering. c. Removal of terminal bud forces development of lateral buds used by horticulturists to modify growth pattern of plants, build framework	1,6	Teacher evaluation of student participation in class discussion.	Horticulture Agriculture

Science

Course: BOTANY

Topic or Unit: ACTIVITIES AS RELATED TO CAREERS INVOLVING THE USE OF BOTANY PRINCIPLES

Career Objective: CAREER PREPARATION — KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
of fruit trees, etc. d. Flowers needing insect pollination creates employment opportunities for bee keepers. e. Food storage in seed-material used for many things - thus creates career possibilities.			

Science

Course: BOTANY

Topic or Unit: ACTIVITIES AS RELATED TO CAREERS INVOLVING THE USE OF BOTANY PRINCIPLES

Career Objective: CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
12. Students will obtain information on corn yields of different strains of corn from farm and research books and relate to the practice of genetics.	1,2	Lecture on basic genetics and how its used. Short test on practices of genetics and general class discussion on how genetics and its use benefit man.	Agriculture Genetics Math
13. Students will list at least 6 plants that are pollinated by bees, 6 by flies and 6 by moths.	1,5,6	Reports written by students and evaluated by teacher.	Agriculture Ecology

Science

Course: CHEMISTRY

Topic or Unit: VARIOUS ACTIVITIES AS RELATED TO CAREERS INVOLVING THE USE OF CHEMISTRY

Career Objective: CAREER PREPARATION — SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
1. Discuss how chemical changes are useful in the developing process of pictures, in relation to the career of photography.	2	Teacher critique of class discussion.	Photography Journalism
2. Observe Teacher prepared examples of heat causing solids, liquids, and gases to expand; in relation to a career in industry.	10	Class discussion and teacher comments.	Voc. Education
3. Design a instrument to test surface tension of liquids. In relation to a career in the oil industry. (knowing different grades of oil, careers dealing with liquids.)	4	Teacher evaluation of the effectiveness of the instrument and class discussion.	Physics Voc. Education
4. Design an instrument that measures the evaporation of various liquids at different pressures, in relation to a career in construction of storage tanks at various elevations.	4	Teacher evaluation of the effectiveness of the instrument and class discussion after evaluation.	Wood shop
5. Make a chart showing how pressure affected boiling points of different liquids, in relation to a careers in the field of aerospace.	8	Class discussion of effectiveness of presentation and teacher evaluation of student product.	Biology Voc. Education

Science

Course: CHEMISTRY

Topic or Unit: VARIOUS ACTIVITIES AS RELATED TO CAREERS INVOLVING THE USE OF CHEMISTRY

Career Objective: CAREER PREPARATION — SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
6. Make up solutions of known molar concentrations, in relation to a career in electronics.	8	Teacher evaluation and class discussion of student products.	Voc. Education
7. Make a report on pest control in relation to the field of chemistry and agriculture.	1	Teacher evaluation of student reports and class critique of a chosen report.	Agriculture Ecology
8. Make a report on how drugs and alcohol effect body chemistry. In relation to a career in Law Enforcement.	7	Teacher evaluation of student reports and class critique of a chosen report.	Health
9. Design an instrument to test hardness of metals. In relation to a career in construction.	1,4	Teacher evaluation and class discussion of student product.	Physics Voc. Education
10. From a list of created elements and their name derivations, learn names of created elements and how the names were derived, in relationship to a career in Chemistry.	6	Teacher made test and list on chalkboard.	Language Arts
11. Post on bulletin board any new findings having to do with chemistry and how it will affect other careers.	All	Teacher evaluation and class discussion of items on Bulletin Board.	All

Science

Course: CHEMISTRY

Topic or Unit: VARIOUS ACTIVITIES AS RELATED TO CAREERS INVOLVING THE USE OF CHEMISTRY

Career Objective: CAREER PREPARATION — SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
12. Students do research on how artificial diamonds are made. Report the temperatures, pressures and catalyst needed to make diamonds. In relation to a career in the Jewelry Business.	10	Comparison to correct temperature and correct catalysts for diamond formation.	Physics Art
13. Report on a science fiction story and pick out the predicitons that are made or inferred. In relation to a career in Journalism.	7	Teacher evaluation of student reports and class critique of a chosen report.	Journalism Language Arts
14. Oral reports on the sugar refining process in relation to a career, in Business and Agriculture.	10	Teacher assessment of oral presentation and critique or commentation on completeness.	Agriculture Business
15. Make a report on the wine making process, in relation to a career in Business and Agriculture.	10	Teacher evaluation of report. and class discussion and/or critique of a chosen report.	Agriculture Business
16. Make a list of all active ingredients on the labels of containers of fertilizers. List the elements that you think are the ones needed by the plants that use these fertilizers. In relation to a career in Agriculture.	1	List on chalkboard. Also compilation of lists for future reference.	Ecology Agriculture

Science

Course: CHEMISTRY

Topic or Unit: VARIOUS ACTIVITIES AS RELATED TO CAREERS INVOLVING THE USE OF CHEMISTRY

Career Objective: CAREER PREPARATION _ SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
17. Make a report on poisons and antedotes for various poisons. Become familiar with what will harm you and what won't. In relation to a career in medicine.	8	Class discussion of student reports. and oral critique of a chosen report.	Health
18. Make an oral report on various types of fumes and gases, which ones are toxic, which ones are not. In relationship to a career in construction and welding.	8	Class discussion of student lists. and teacher critique of a chosen report.	Health
19. Measure volumes of gases and state as multiples or fraction of moles. In relation to a career in Air Pollution Control.	6	Teacher evaluation. of student measurements.	Physics Ecology
20. Given a periodic table, measure out molar quantities of pure substances. In relation to a career in Chemistry.	8	Teacher evaluation of student work. and teacher demonstration of proper procedure.	Physics
21. Demonstrate that gas volumes increase directly with temperature in Kelvin scale. In relation with a career dealing with Natural Gas such as P.G.E.	4	Teacher evaluation of student demonstration. and teacher demonstration of proper procedure.	Physics

Science

Course: CHEMISTRY

Topic or Unit: VARIOUS ACTIVITIES AS RELATED TO CAREERS INVOLVING THE USE OF CHEMISTRY

Career Objective: CAREER PREPARATION _ SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
22. Measure the pH of acids and bases using pH paper indicators, and a pH meter, in relation to a career in agriculture.	8	Teacher evaluation of student measurements. and teacher demonstration of proper procedure.	Agriculture Biology
23. Given examples the student will predict the amount and kind of products knowing the amount and kind of acid and base. In relation to a career in Chemistry.	8	Teacher evaluation of student predictions. and teacher demonstration of proper procedure.	Physics Biology
24. Etch a polished brass specimen and show crystal boundries under microscope. In realtion to a career in communications.	4	Teacher evaluation. of student product and class critique of a chosen product.	Electronics Physics
25. Make simple models of metallic structure, in relation to a career in chemistry.	4	Class critique of completed products. and teacher evaluation of procedure.	Physics
26. Measure the net change of energy in various chemical reactions. In relation to a career in chemistry.	8	Class comparison of student measurements.	Physics
27. Report on how during ordinary chemical reactions mass is conserved and energy is conserved. In relation to a career in construction.	10	Class critique of chosen oral reports.	Physics Voc. Education

Science

Course: CHEMISTRY

Topic or Unit: VARIOUS ACTIVITIES AS RELATED TO CAREERS INVOLVING THE USE OF CHEMISTRY

Career Objective: CAREER PREPARATION — SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
28. Predict the chemical bonding or structural arrangements necessary for strength as a building material. In relation to a career in construction.	4	Teacher evaluation of student predictions.	Voc. Education
29. Test the physical properties of metallic oxides, and categorize them as useful as structural materials or non-useful. Compare useful compounds with their known molecular structure. In relation to a career in construction.	4	Teacher evaluation and class discussion.	Voc. Education
30. Identify the properties of selected ceramics from presented examples. In relation to a career in art.	4	Teacher assessment and demonstration of identification procedures.	Crafts
31. Theoretically explain the reasons for the unique bonding characteristics of the Carbon Atom. In relation to a career in construction and steel manufacturing.	4	Oral presentation and teacher critique of presentations.	Voc. Education
32. Make a relative scale of reactivity of metals and their ions. In relation to a career in manufacturing various metals.	4	Teacher evaluation of student product and teacher demonstration of procedure and process.	Voc. Education

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Science

Course: CHEMISTRY

Topic or Unit: VARIOUS ACTIVITIES AS RELATED TO CAREERS INVOLVING THE USE OF CHEMISTRY

Career Objective: CAREER PREPARATION _ SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
33. Theoretically show the chemical difference in organic and inorganic substances, and describe some of the common practical differences, in relation to a career in Agriculture.	1	Teacher evaluation of oral reports. and class critique i.e. best reports posted on board.	Agriculture
34. Demonstrate organic reactions of addition and substitution, in relation to a career in Chemistry.	1	Teacher assessment of student presentation. and teacher demonstration of correct procedure.	Math
35. Teacher lecture re: Volatility, rates of combustion, viscosity and many other properties vary with increasing molecular weights. List applications of this principle in addition to fuels and lubricating oils, in relation to a career in Mechanical Engineering or Mechanics.	10	Students will listen to lecture and take notes, notes will be examined and graded by instructor.	Voc. Education
36. Discuss enzyme catalysis or organic reactions in relation to a career in Chemistry.	8	Teacher lecture. Question/answer session at end of lecture.	Voc. Education
37. Chart and carry out in detail the production of plastics, in relation to a career in Construction.	4	Teacher assessment of student presentations. and class comparison and evaluation of chosen presentations.	Construction

Science

Course: CHEMISTRY

Topic or Unit: VARIOUS ACTIVITIES AS RELATED TO CAREERS INVOLVING THE USE OF CHEMISTRY

Career Objective: CAREER PREPARATION _ SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
38. Produce thermosetting and thermo-plastic substances and describe the reason for the difference in the plastics. In relation to a career in Construction.	4	Teacher assessment of products. Also class critique of a chosen product.	Construction
39. Use the chemical properties of plastic and their structure to predict proper and improper uses for the substances, in relation to a career in Construction.	4	Teacher evaluation; (of student preddictions and class critique)	Construction
40. Make a list of destructive chemical changes that you observe and indicate what is done to try to prevent each of these changes. In relation to Construction careers (prevention of rust).	6	Teacher evaluation: (of students list and a compilation of data for future reference.	Construction
41. Use Litmus paper to test different fruits and liquids in a kitchen to see if they are acids, bases or neither, in relation to a career in food preparation.	8	Teacher evaluation. Also demonstration of process and procedure.	Home Economics
42. Demonstrate the difference between a chemical and a physical change by using some common materials. In relation to a career in Chemistry.	All	Teacher evaluation of student demonstrations.	All

Science

Course: CHEMISTRY

Topic or Unit: VARIOUS ACTIVITIES AS RELATED TO CAREERS INVOLVING THE USE OF CHEMISTRY

Career Objective: CAREER PREPARATION — SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
43. List as many as you can of the elements in a free state in your house. In relation to a career in Construction.	4	Teacher assessment of student lists. Also compilation of a class list for future reference.	Physics
44. List some of the simple chemical compounds you encounter during a day and give their atomic make up: (Water H_2O) in relation to a career in Health.	6	Teacher assessment of student lists. Also compilation of a class list for future reference.	All
45. Go to the Library and research re: the newest elements. Find out where it was discovered, by whom, and when. In relation to a career in Chemistry.	All	Oral presentation. And/or written reports on element of interest to student.	All

Science

Course: CHEMISTRY

Topic or Unit: VARIOUS ACTIVITIES IN RELATION TO CAREERS INVOLVING THE USE OF CHEMISTRY

Career Objective: CAREER PREPARATION — KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
46. Report on a chemical change that's important to you. (What raw materials are used, what energy is involved, what waste products are there, how the finished product differs from those of the raw material uses). In relation to a career in Chemistry.	6	Teacher assessment of student reports. Also class critique of a chosen report, oral or written.	Ecology Construction Voc. Education
47. Students will list the safety precautions necessary when using highly volatile elements and compounds.	8	Teacher assessment: i.e., Safety shields Gloves Protective Chambers	Health

Science

Course: CHEMISTRY

Topic or Unit: VARIOUS ACTIVITIES IN RELATION TO CAREERS INVOLVING THE USE OF CHEMISTRY

Career Objective: CAREER EXPLORATION, AWARENESS, PREPARATION, KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
48. Students will investigate local industries and find out how much backgroung is required in chemistry to secure a job from laborer to professional in that organization.	8	Teacher assessment and class discussion. Also students may visit an industrial site of their choice and interview the personnel director.	Social Science
49. Students will list 5 reasons for studying chemistry as related to an occupation.	8	Teacher assessment chemistry. 1. Biologist 2. Bio-chemist 3. Chemistry Teacher 4. Lab Technician 5. Lab Assistant	Social Science
50. Show how the scientific method might be used in making a particular career choice. Process of elimination. List many and do research on them, until the one that fits you best.	All	Class discussion. Also teacher critique of student methods and procedures.	All
51. Research great chemists and prepare a paper on special field of work and modern day practical application to his achievement.	All	Teacher evaluation of student report. Also class critique of a chosen paper.	All

Science

Course: CHEMISTRY

Topic or Unit: VARIOUS ACTIVITIES IN RELATION TO CAREERS INVOLVING THE USE OF CHEMISTRY

Career Objective: CAREER EXPLORATION, AWARENESS, PREPARATION, KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
52. Students will list all the occupations using measurement as part of their daily routine.	8	Write on chalkboard and class discussion. Examples - Chemist, Surveyor, Carpenter.	Math
53. Students will choose one of the careers listed above and explain how they could adapt to the metric system. Standard — Metric Quart - Volume - Liter Ft. & Inches - Length - Meters - centimeters Pounds - Weight - Grams	8	Teacher evaluation of student work. Also teacher comments after students present reports orally and/or class critique of chosen reports if done as a written assignment.	Math
54. Visit a local manufacturing plant to discover how chemical changes are used in producation of goods. In relation to a career in Electronics.	10	Students will develop questions to ask during field trip. Teacher evaluation of completeness and correctness of answers.	Voc. Education

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Science

Course: EARTH SCIENCE

Topic or Unit: ELEMENTS AND COMPOUNDS (ACTIVITIES AS RELATED TO CAREERS IN SCIENCE)

Career Objective: CAREER PREPARATION — SKILLS
CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
1. Students list as many"pure" substances as they can then look up definition of "pure and element".	1,6,8	Class discussion of student list and compilation of a class list for future use.	Language Arts Geology
2. Students place carpet tacks (or any iron) in sun, wet daily and observe results.	1,6,8	Written report on results of experiment.	Physics
3. Mix vinegar and baking soda and observe results.	1,6,8	Teacher demonstration of proper process and procedure and teacher observation of student product.	Chemistry
4. Students plan own similar experiment to #2 and #3 with reference material and/or teacher help and perform experiment.	1,6,8	Teacher assessment and class discussion of a selected report.	Physics Chemistry
5. Students list careers requiring some chemistry.	1,6,8	Teacher assessment and class discussion of student list and compilation into a class list for reference.	All

Science

Course: EARTH SCIENCE

Topic or Unit: CYCLONES & ANTICYCLONES – ACTIVITIES AS RELATED TO CAREERS IN METEOROLOGY AND AGRICULTURE

Career Objective: CAREER AWARENESS
CAREER PREPARATION – SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
6. Students will list as many occupations as possible in which some knowledge of weather is necessary.	1,6	Class discussion and evaluation of lists.	All
7. From history books, students prepare a report on historical weather related events.	All, but 2, 10,13	Teacher assessment of reports either written or oral.	Social Studies
8. Students keep daily records of barometric pressure and correlate later with frontal passage from newspaper.	1,6,11	Teacher assessment of student records and comparison to a teacher prepared record.	Meterology
9. Students keep daily records of rainfall (or snow) and correlate with frontal passage from newspaper.	1,6,11	Teacher assessment of student records and comparison to a teacher prepared record.	Meterology
10. Students keep daily records of relative humidity and correlate with frontal passage from newspaper.	1,6,11	Teacher assessment of student records and comparison to a teacher prepared record.	Meterology
11. Teacher lecture on cyclones and anticyclones with students taking notes.	1,6,11	Check notes against points included in lecture.	Meterology

Science

Course: EARTH SCIENCE

Topic or Unit: THE CARBON CYCLE — ACTIVITIES AS RELATED TO CAREERS IN BIOLOGY OR EARTH SCIENCE

Career Objective: CAREER PREPARATION — SKILLS, AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
12. Lecture and discussion on carbon: What is it and where it is, students take notes.	6,8	Check notes against points and topics included in lecture.	Chemistry
13. Students research and report on various aspects of oil industry.	6,10,11	Teacher assessment of student reports and class critique of a chosen report.	Voc. Education
14. Students list careers dealing with carbon or its compounds.	All	Students list on chalkboard in rank order of importance to human life.	All

Science

Course: EARTH SCIENCE

Topic or Unit: FOSSILS — ACTIVITIES AS RELATED TO CAREERS IN GEOLOGY

Career Objective: CAREER PREPARATION — SKILLS
CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
15. Students observe with microscope preparations from diatomaceous earth?	6	Teacher observation and demonstration of process and procedure.	Geology
16. See film strips on fossils and oil.	6,11	Class discussion & critique after film.	Biology
17. Using plaster of paris, students make imprint "fosils" of sea shells, leaves, etc.	6,11	Teacher assessment of product and demonstration of process & procedure.	Biology
18. From suitable references, students list careers requiring some knowledge of fossils.	6,11	Class discussion of student list and compilation of a class list for future reference.	All

Science

Course: EARTH SCIENCE

Topic or Unit: RADIOACTIVE — ELEMENTS AS RELATED TO CAREERS IN MINING AND OIL EXPLORATION

Career Objective: CAREER PREPARATION — SKILLS
CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
19. From suitable references, students will prepare a written report on: elements, isotopes, and nuclear decay.	6	Class discussion and teacher assessment. of student report/class evaluation of a chosen written report.	Chemistry
20. Teacher lecture on uranium - lead dating method and carbon 14 method.	11	Teacher assessment of student notes and evaluation of points mentioned in lecture.	Chemistry Archaeology Palentology
21. Prepare time line covering the age of the earth (1 mm- 1 million years) on a roll of cash register paper (or equivalent).	11	Class discussion and comparison to teacher prepared time - line.	Geology
22. From suitable references, students will research question: 'Why do earth scientists want to date rocks'.	11	Class discussion of research information.	Geology
23. Students will obtain information on careers in earth science using radioactive dating methods and list the educational qualifications of each.	6	Teacher assessment of information and compilation into a class list for future reference.	All

Science

Course: EARTH SCIENCE

Topic or Unit: GEOLOGY — ACTIVITIES RELATED TO CAREERS IN GEOLOGY

Career Objective: CAREER PREPARATION — SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
24. In a student report, compare the movements in the earths surface to availability of elements used in a local industry - bringing strata near the earth's surface.	6	Teacher assessment of student reports; class critique of a selected report.	Construction

Science

Course: ECOLOGY

Topic or Unit: ENVIRONMENTAL HEALTH **Career Objective:** CAREER PREPARATION — ATTITUDE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
1. Students will list the amount of solid wastes, liquid wastes and air pollutants their community produces in a one year period and discuss the effects of these wastes on the community.	8	Teacher assessment and student discussion of materials gleaned from the community.	Social Studies
2. Students will write letters to highly polluting industries and suggest means of preventing the pollution problem.	8	Teacher assessment of student letters. Also class critique of a selected letter.	Social Studies
3. Students will report on how many pollutants in the air have adverse effects on plant life in the community.	8	Discussion of student reports - many use the library for this assignment.	Social Studies
4. Students will list the local varieties of flora that have a low tolerance to pollution.	8	Teacher assessment of student reports - may interview high school botany teacher or junior college professor.	Agriculture

Science

Course: ECOLOGY

Topic or Unit: ENVIRONMENTAL HEALTH **Career Objective:** CAREER PREPARATION — ATTITUDE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
5. Students will do a research project on air pollution in the community, covering such factors as pollution levels in peak summer season, effect of air pollution on the local community, health hazards that are related to air pollution: Bronchitis Emphezema Etc.	8	Teacher assessment.of student research. Class presentation by group reports.	Health Agriculture
6. Students will investigate what is being done by governmental agencies like the EPA to control environmental health hazards.	8	Teacher assessment of student reports. Also class discussion of presentations.	Social Studies
7. Students will list various community noises that could be considered noise pollutants.	8	Teacher assessments of student lists, also list correct ones on chalkboard.	Social Studies

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Science

Course: ECOLOGY

Topic or Unit: FOOD SHORTAGES – ACTIVITIES RELATED TO BIOLOGICAL CAREERS

Career Objective: CAREER PREPARATION – ATTITUDE AND SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
8. Shortages of food on a world wide basis could be avoided if energy supplies were adequate - students will develop a list showing how energy could be uses to solve world food crisis.	8	Teacher assessment of lists. Compilation of lists into a class list for future reference. Examples: 1. Power machines to build dams. 2. Power pumps to move water. 3. Fertilizer manufacturing.	Agriculture

Science

Course: ECOLOGY

Topic or Unit: AGRICULTURE **Career Objective:** CAREER PREPARATION — SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
9. Students will group together and discuss how insects such as bees, mosquitoes, and flies affect local agriculture.	8	Teacher assessment of group participation.	Social Studies

Science

Course: ECOLOGY

Topic or Unit: CONSERVATION **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
10. Students will investigate two occupations in each of the four conservation fields and orally report on the education and training required for each position.	8	Teacher assessment of oral reports. 1. Soil 2. Water Conservation 3. Forest Conservation 4. Wildlife Conservation	Agriculture Horticulture Botany

Science

Course: ECOLOGY

Topic or Unit:

Career Objective:

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
11. Students will visit a wildlife area and talk to supervisor about forestry careers.	1-15	Teacher assessment of written report: Report should include: 1. Training necessary 2. Demands of job 3. Harzards of job 4. Pay scale	Business English
12. Students will write a letter to the U.S. Forest Service requesting career information.	1-15	Teacher assessment of student letter. Letter should include request for information about: 1. Training necessary 2. Qualifications 3. Skills required 4. Pay scale	Business Creative Writing

Science

Course: ECOLOGY

Topic or Unit: TREATMENT PROCESSES

Career Objective: CAREER PREPARATION – ATTITUDE & SKILLS, EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
13. Students will discuss methods of and reasons for chlorination and fluoridation of water supplies.	8	Class discussion of methods and reasons thereof.	Health
14. Students will tour a water treatment facility and discover how chlorination takes place and why it is necessary for the community.	8	Class discussion after tour--thank you letters.	Social Science Health
15. Students will tour a local sewage treatment plant and discover how sewage is changed into organic compounds that are beneficial to man.	8	Class discussion after tour--thank you letters.	Social Science Health

Science

Course: PHYSICS

Topic or Unit: LIGHT

Career Objective: CAREER PREPARATION _ SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
1. Examine and use various kinds and shapes of lenses to see how they differ in their effects in relation to a career in Astronomy or Photography.	8	Teacher evaluation of student participation and demonstration of procedure by teacher.	Photography
2. Experiment with sunlight using lawn spray, prisms and other pieces of glass to break into colors, in relation to a career in art.	6	Class discussion of colors, triads, reflection and absorbtion.	Chemistry
3. List examples of refraction, reflection, indirect lighting, glare, sodium lights, flourescent lights, in relation to a career in Construction.	6	Teacher assessment of student lists and class discussion.	Voc. Education
4. Perform a carefully controlled experiment to prove that plants need sunlight, in relation to a career in agriculture.	1	Teacher evaluation Also discussion of photosynthesis.	Botany
5. Teacher presentation of the use of photoelectric cells, in relation to a career in areospace.	6	Student notes Also class discussion during presentation.	Chemistry

Science

Course: PHYSICS

Topic or Unit: LIGHT

Career Objective: CAREER PREPARATION – SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
6. In written form report on how lazers are being used in the beams of different types of industries,in relation to a career in construction and medicine.	All	Students notes. Oral presentation of teacher - selected reports.	All

Science

Course: PHYSICS

Topic or Unit: SOUND

Career Objective: CAREER PREPARATION — SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
7. Listen for sounds in your environment. Make a list of the things that make the sound. Explain what causes sound to change in loudness and pitch, in relation to a career in environmental control.	6	Teacher evaluation of student lists compilation of data for a class list for future reference.	Ecology
8. Examine a public building to see how sounds are controlled in relation to a career in construction.	4	Student participation during examination class discussion to follow field trip.	Voc. Education
9. Examine a variety of musical instruments to see how they make sounds and how the sounds are controlled, in relation to a career in music.	7	Student participation during examination; class discussion to follow activity.	Music
10. In written form, analyze what some cities and institutions do to reduce noise, in relation to a career in construction.	4	Class discussion of student reports and oral presentation of teacher - selected reports.	Voc. Education

Science

Course: PHYSICS

Topic or Unit: MOTION

Career Objective: CAREER PREPARATION _ SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
11. Make several tests on how friction effects motion in relation to automotive careers.	4	Teacher evaluation of effectiveness of student test.	All
12. Provide student experiments that work with the laws of physics pertaining to liquids at rest and in motion, in relation to a career in Oceanography.	6	Teacher evaluation after completion of experiment.	Chemistry
13. Teacher demonstration of the practical mechanics of fluid pumps, hydraulic press, and specific gravity, in relation to a career in Engineering.	4	Class discussion after teacher presentation note taking.	Voc. Education
14. Teacher demonstration of what kind of motion produces heat, in relation to a career in Physics.	15	Class discussion after teacher presentation.	All
15. Design a machine in which perpetual motion would be created. Impossible but might stimulate the minds of young physic's majors.	4	Teacher evaluation of student product and discussion of why it is impossible to create a perpetual motion machine.	All

Science

Course: PHYSICS

Topic or Unit: MOTION

Career Objective: CAREER PREPARATION – SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
16. Design an instrument that will measure acceleration due to gravity in relation to a career in Aerospace.	4	Teacher evaluation of instruments and class critique of each instument.	Voc. Education
17. Design an instrument that would measure the energy of a projectile,in relation to a career dealing with the business of making or selling ammunition or guns.	4	Teacher evaluation of instrument and class critique of each instrument.	Law Enforcement Police Science
18. Apply Newtons first law of motion to different types of careers that incorporate this law,in relation to a career where movement is concerned.	All	Teacher evaluation of careers including the use of motion.	All
19. Study the construction and behavior of a gyroscope,in relation to a career in aerospace.	4	Class discussion of gyroscope properties.	Voc. Education
20. Construct a pendulum and notice the harmoic motion and period,in relation to a career in Physics.	4	Class, discussion of each pendulum constructed. Teacher critique of student product.	Voc. Education

Science

Course: PHYSICS

Topic or Unit: ENERGY

Career Objective: CAREER PREPARATION — KNOWLEDGE, EXPLORATION, AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
21. Find the names of some great Physicists and do research on a special field of related work and modern day practical application to his achievement, in relation to a career in Physics.	All	Teacher evaluation of research papers. Oral presentation of teacher selected papers.	All
22. Visit a nuclear power plant and make observations on how energy is used for making more electricity, in relation to a career in Engineering and Construction.	All	Class discussion after visitation. Students may prepare questions before visit. Debriefing assignment after visit.	All
23. List all the careers directly related to Physics by their gross annual income.	All	Teacher evaluation of student lists. Compilation of data for class list.	All

Science

Course: PHYSICS

Topic or Unit: ENERGY **Career Objective:** CAREER PREPARATION — SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
24. Write a research paper on different types of energy, in relation to a career in Engineering.	7	Teacher evaluation and class discussion and/or oral presentation of best papers.	All
25. List several things related to construction careers in terms of potential or kinetic energy.	All	Teacher evaluation of student lists and compilation of data for a class list.	All
26. Make a chart and list the different units used in measuring energy, in relation to a career in Engineering.	All	Teacher assessment and comparison of student work to a teacher prepared chart and list.	All
27. Design an instrument that would measure the stress and strain of materials, in relation to a career in Construction.	4	Teacher assessment of instrument and design theory and application.	All
28. Do a research paper re: radioactive and non radioactive elements and notice how they differ. In relation to a career dealing with radioactive material or atomic energy.	8	Teacher evaluation of research paper and/or oral presentation.	Chemistry

Science

Course: PHYSICS

Topic or Unit: ENERGY

Career Objective: CAREER PREPARATION — SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
29. Do research paper re: different types of nuclear reactors, in relation to a career in Engineering.	8	Teacher assessment of research papers and oral presentation of best paper.	Chemistry
30. Design a particle accelerator and note different types and uses, in relation to a career in Engineering.	4	Teacher evaluation and comparison of student design.	Chemistry
31. Experimentally control the heating of a solid until it melts, then turns to gas. Then plot temperature vs. time on a graph and show where energy goes into separating molecules, in relation to a career in Physics.	6	Teacher evaluation of student experiment and comparison to pre-established criteria.	Chemistry
32. Investigate 5 dams in the state and graph the potential energy of each, in relation to a career in Construction.	4	Teacher evaluation and class discussion or graphs.	Ecology Construction
33. Make a chart on different weight loss programs in terms of energy in relation to a career in Medical Technology.	8	Teacher evaluation and class discussion of charts.	Health

Science

Course: PHYSICS

Topic or Unit: ENERGY

Career Objective: CAREER PREPARATION — SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
34. Make a chart indicating the structure of atoms and make three-dimensional models of three of these atoms, in relation to a career in Physics.	4	Teacher evaluation of student prepared charts and three - dimensional models.	Chemistry
35. In written form, define carbon-14, evaluate the peaceful use of atoms, in relation to a career with the Atomic Energy Commission.	All	Teacher evaluation of student definitions by comparison to a pre-establish teacher definition.	All
36. Borrow a geiger counter from a local high school science department. Use it to detect radioactivity in luminous watch dials and in some kinds of rocks. In relation to a career in geology.	10	Student participation during activity.	Geology Chemistry
37. Observe a machine at work. Name the machine, describe its work, tell where the energy came from to operate it, tell what reduces its efficiency, and list any simple machines you are able to relate to it. In relation to a career in Engineering.	4	Teacher assessment of accuracy of: Naming machine Description of work performed Description of energy source Reduction of efficiency Related machines	Voc. Education

Science

Course: PHYSICS

Topic or Unit: MAGNETISM & ELECTRICITY

Career Objective: CAREER PREPARATION – SKILLS, EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
38. In written form, compare electricial applicances found in the home. Find out which ones use an electric motor, which us wires of high resistance, which use elector-magnets, in relation to a career as an Electrical Engineer or Technician.	4	Teacher evaluation of completeness of report.	Voc. Education Electronics
39. List examples of static electricity in your environment and where you observed the phenomena, in a written report explain what conditions caused the charge to be generated. In relation to a career in Construction.	6	Teacher evaluation of student reports, oral presentation of teacher - selected reports.	Electronics
40. In written form, analyze how tall buildings in the community are protected against lightening. In relation to a career in construction.	4	Teacher evaluation of written analysis and class critique of each report.	Electronics Construction

Science

Course: PHYSICS

Topic or Unit: MAGNETISM & ELECTRICITY

Career Objective: CAREER PREPARATION — SKILLS, EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
41. In a written report analyze your house: Where does electricity enter? How many fuses are there? Which appliances use the most electricity? What is the source of electrical supply? In relation to a career in Construction.	4	Teacher evaluation of completeness of report. Oral presentation of data collected.	Construction Electronics
42. Locate the storage battery in a car. Find out its voltage. Find out why frequent addition of water is necessary. Find out what uses are made of the electricity that is generated. In relation to a career in auto mechanics.	10	Class discussion of student observation and student reports on data observed.	Auto Shop
43. Read an electric meter and write an explanation of the process of meter reading. In relation to the career of technical writing.	7	Teacher evaluation of accuracy of meter reading and critique of discussion.	Electronics
44. List the unusual uses for permanent magnets in relation to a career in electrical engineering.	6	Teacher evaluation of student list, and compilation of data for a class list to be used for future reference.	Electronics

Science

Course: PHYSICS

Topic or Unit: MAGNETISM & ELECTRICITY

Career Objective: CAREER PREPARATION – SKILLS, EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
45. Examine three different kinds of worn-out electrical applicances. Make a list of the science principles in electricity that were used in constructing the applicance to make it efficient and useful. In relation to a career in Electrical Engineering.	4	Teacher assessment of student list. Comparison of lists and compilation of data.	Electronics
46. List the places in a home where accidents involving electricity might occur, suggest precautions that should be taken in relation to a career in construction.	4	Teacher assessment of student list and teacher critique of suggested precautions.	Health Safety Electronics
47. Visit an electrical shop and notice different wires, insulating materials, magnets, and other materials in relation to a career as an Electrical Technician.	2	Class discussion after visitation and prepared questions before visit; debriefing activities after tour.	Voc. Education
48. Visit Western Union or the local telephone company to see how electricity is used in communications in relation to a career in electronics.	3	Class discussion after visitation. Students prepare questions prior to field trip.	Electronics

Science

Course: PHYSICS

Topic or Unit: MAGNETISM & ELECTRICITY

Career Objective: CAREER PREPARATION – SKILLS, EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
49. Visit a local power company for information about the source of electricity, its cost, etc. in relation to a career as an Electrical Engineer.	4	Class discussion after visitation. Letters of gratitude after visit.	Ecology Electronics

Science

Course: PHYSICS

Topic or Unit: HEAT

Career Objective: CAREER PREPARATION — SKILLS, AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
50. In a written report discuss different types of heating plants used in houses pointing out the differences between them and the advantages of each. In relation to a career in Engineering.	4	Teacher evaluation of student participation during class discussion.	Construction
51. Plan and perform an experiment to show the advantage of wearing light-colored clothes in warm weather and dark clothes in cold weather. In relation to a career in Business.	6	Teacher assessment and class discussion of experiments.	Home Economics Business
52. Plan and perform an experiment to show the advantage of wearing light-colored clothes in warm weather. In relation to a career in Engineering.	6	Teacher assessment and class discussion of experimental procedures.	Home Economics Business
53. Explain how a radiometer works in relation to a career in Engineering.	4	Teacher critique of student explanations.	Voc. Education

Science

Course: PHYS!CS

Topic or Unit: HEAT

Career Objective: CAREER PREPARATION — SKILLS, AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
54. List the heat controlled utensils that are used in the home and at school, in relation to a career in Electrical Engineering.	4	Teacher assessment or student lists, compilation of data for a class list for future reference.	Electronics
55. Experiment and make graphs showing melting points, boiling points, freezing pints of teacher prepared materials, in relation to a career in Physics.	All	Teacher evaluation of student graph. Teacher demonstration of process.	All
56. Design a steam turbine and steam engine and write a report on thermal efficiency, in relation to a career in Engineering.	4	Teacher demonstration of process and evaluation of report. Chosen report to read orally.	Ecology Voc. Education
57. In written form, discuss heat guages over the past 20 years. In relation to a career in Engineering.	4	Teacher evaluation of student reports. Selected reports to be read orally	Voc. Education
58. Students will draw different temperature scales on a graph, in relation to a career in Physics.	6	Teacher evaluation of student drawings. Comparison of student work.	Voc. Education

Science

Course: PHYSICS

Topic or Unit: HEAT

Career Objective: CAREER PREPARATION — SKILLS, AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
59. Experiment with teacher prepared materials and calculate and graph the coefficient of linear expansion, in relation to a career in Engineering and Construction.	4	Teacher evaluation of student demonstration. Comparison of student prepared graphs.	Voc. Education
60. Using different types of insulation, calculate and graph the heat loss in different buildings, in relation of energy to hear. In relation to a career in environmental engineering.	4	Teacher evaluation of calculations as compared to correct answers. Comparison of graphs and a critique of each.	Construction
61. In an essay, students will discuss the heat problems that must be solved in space travel, in relation to a career in aerospace.	4	Teacher evaluation of essay. Students will orally read teacher - selected essays.	Engineering
62. List the sources of heat in your environment, in relation to a career in Environmental Control.	6	Teacher list on chalkboard. Compliation of data for a class list to be used for future reference.	Ecology

Science

Course: PHYSICS

Topic or Unit: HEAT

Career Objective: CAREER PREPARATION – SKILLS, AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
63. List examples of heat traveling by conduction convection, and radiation, in relation to a career in Physics	10	Class discussion of list compiled by students. Compilation of data into a class list for future reference.	Ecology
64. List examples of the use of insulation against conduction, convection and radiation, in your home and school in relation to a career in Construction.	4	Teacher evaluation of student lists. Compilation of data into a class list for future reference.	Construction
65. Examine a refrigerator and a furnace to see how they use the principles of conduction, radiation and convection, in relationship to a career in Environmental Engineering.	4	Class discussion of student findings. Teacher critique of each student's report.	Construction
66. List various sources of heat in relation to a particular job or career.	All	Teacher evaluation of student list. Compilation of data for a class list.	All

Science

Course: PHYSICS

Topic or Unit: APPLIED PHYSICS

Career Objective: CAREER PREPARATION — KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
67. Do research and write an essay on how Physics has helped in the development of related fields by the application of new basic knowledge to practical problems in relation to a career in Physics.	All	Teacher Evaluation of student reports. Teacher - chosen reports to be read orally. orally	All
68. Students write a paper on how physics is related to other sciences. How does it relate to Natural Science?	All	Teacher assessment of student reports. Group presentations of teacher - selected reports.	All
69. Students write an essay on the Nature of Modern Physics and become familiar with some of the scientific terms.	All	Teacher evaluation of student essays. Chosen essays to be orally read to class.	All
70. Students make a general list of equations and formulas used in relation to physics problems.	All	Teacher evaluation of student lists. List on chalkboard. Compilation of data to form a class list to be used for reference material.	All

Science

Course: PHYSICS

Topic or Unit: KINEMATICS — VELOCITY & ACCELERATION

Career Objective: CAREER PREPARATION — SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
71. Make a graph over the past ten years showing how technology has caused many things to move faster, in relation to a career in Engineering.	All	Teacher demonstration of process and procedure to assemble a graph. Teacher assessment of graphs and class discussion.	All
72. List and graph objects which had no velocity or acceleration over the past 10 years. In relation to a career in Construction.	All	Critique of student list. Class discussion of each item. Compilation of data for a class list.	All
73. Drop several objects from a building and calculate acceleration and velocity, in relation to a career in Physics.	4	Teacher assessment of student calculations, comparison to teacher prepared calculations.	Chemistry
74. Shoot guns of different calibers and graph various speeds and acceleration of each. In relation to a careers related to Guns and Ammunition.	10	Comparison to manufacturer specifications.	Police Science
75. Draw and illustrate the motion of different types of waves and their velocities, in relation to a career in Oceanography.	3	Teacher demonstration of process. Teacher evaluation of student drawings.	Electronics

Science

Course: PHYSICS

Topic or Unit: KINEMATICS — VELOCITY & ACCELERATION

Career Objective: CAREER PREPARATION — SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
76. Time your classmates in running the 50 yard dash. Then calculate and graph the velocity and acceleration of each person. In relation to a career in Recreation.	8	Teacher demonstration of correct procedure. Teacher evaluation of student calculations.	P.E.
77. List examples and illustrations of natural motion, in relation to a career in Environmental Control.	All	Teacher evaluation of student lists and illustrations.	All
78. Make a chart showing different types and sizes of skis. Show skis in comparison with velocity and acceleration, in relation to a career in Recreation.	9	Comparison of student prepared chart to manufacturer specifications.	Wood Shop
79. Go to the library, using at least five references and define motion, in relation to a career in Physics.	All	Teacher assessment of student definitions to establish an acceptable comprehensive class definition of motion.	All
80. Set up a minature drag strip and calculate velocity and acceleration of different types of vehicles, in relation to a career in Auto Mechanics.	1	Teacher assessment of student product. class participation in operation of drag strip.	All

Science

Course: PHYSICS

Topic or Unit: KINEMATICS _ VELOCITY & ACCELERATION

Career Objective: CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
81. Visit different farms and notice how fast each type of farm equipment moves and how much it will accomplish in a certain matter of time. In relation to a career in Agriculture.	1	Comparison to manufacturers specifications. Class discussion of information with teacher comments when necessary.	Mechanics
82. List at least 20 different items directly related to your career choice that have moving parts. Motion and what type of motion are they, in relation to a career in Engineering.	All	Teacher assessment of student list. Compilation of data to form a class list to be used for reference data.	All
83. Students will visit various places of career interest and notice different machines and motion, in relation to a career in Construction.	1	Teacher evaluation and class discussion after visitation.	All

Social Studies

Social Studies

Course: CONSUMER ED

Topic or Unit: CONSUMER JARGON **Career Objective:** ALL

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
1. Discuss in class the meaning of the verb infinitive to consume.	1-15	Written quiz - each student defines the above verb; and/or list of synomyms for to consume. May be required to summarize important points of class discussion.	Language Arts English E.S.L. Social Studies
2. Classroom discussion of the noun consumer (who a consumer is and when a person is a consumer, related words, origin and root of the word.)	1-15	Written or oral teacher-made quiz covering class discussion and/or word definition quiz.	Language Arts English E.S.L. Social Studies
3. After completing the above two activities, the students will research the meaning of the word fraud. By preparing a short report dealing with a particular case of consumer fraud, within one of the fifteen "clusters".	1-15	Teacher assessment of written reports and/or teacher and class assessment of oral presentations.	Language Arts English E.S.L. Social Studies Science
4. Each student will prepare a short dialog between a consumer who has a complaint about his purchase and the seller. Dialog should include: 1. A statement of the complaint in detail (exactly what is wrong with product) 2. A rebuttal by the seller - which may be a truthful or shady reply.	1-15	Teacher assessment of completeness of above written assignment.	Language Arts English E.S.L. Social Studies Science

Social Studies

Course: CONSUMER ED

Topic or Unit: ART OF COMPLAINING **Career Objective:** ALL

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
5. Following completion of activity 4, two students at a time are to role-play their dialogs for the class. One student playing the part of the distraught consumer and the other the outraged seller. (Props may be included)	1-15	Teacher and/or student assessment of performance including their sincerity, polish, and knowledge of lines.	English Language Arts E.S.L. Drama Art
6. The teacher will present a hypothetical case in which a consumer buys a product or pays for a service and is cheated by the seller. Each student will list what avenues of recourse are available to the consumer in this particular case. (Research may be required for this assignment depending on sophistication of the hypothetical case).	1-15	Teacher assessment of written assignment and/or class discussion of students answers.	Language Arts Creative Writing English E.S.L. Social Studies Science

Social Studies

Course: CONSUMER ED

Topic or Unit: ROLE PLAYING CONSUMER CONDITIONS **Career Objective:** ALL

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
7. Using the same hypothetical situation in activity 6 each student will write a letter of complaint to the seller, including: 1. An explanation of his grievance. 2. An acceptable solution for the problem, within the limits of the consumer's rights.	1-15	Teacher assessment of student work and/or oral presentation of same to be critiqued by teacher and students.	English Language Arts Creative Writing E.S.L. Social Studies Science
8. Following completion of activity 7, the teacher will read examples to the class. Each student will write a reply from the seller to the hypothetical consumer, explaining seller's obligation within limits of his responsibility. (Library research may be required)	1-15	Teacher assessment and/or class discussion - critique of individual work.	English Language Arts Social Studies E.S.L.

Social Studies

Course: CONSUMER ED

Topic or Unit: ROLE PLAYING CONSUMER CONDITIONS **Career Objective:** ALL

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
9. Students will discuss the meaning and implications of the following statement, attributed to Ralph Nader (1973): "In the marketplace the same disparity between expenditure and involvement prevails: A consumer will spend thousands of hours driving a new automobile or eating food from a supermarket, but can find no way to spend any time to correct the overpricing, fraud and hazards associated with these products."	1-15	Teacher assessment: Students will paraphrase the above statement.	English Language Arts E.S.L.

Social Studies

Course: CONSUMER ED

Topic or Unit: RESEARCH & EVALUATION

Career Objective: ALL

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
10. Research project: Each student will research and write a written report detailing the accomplishments and consumer interests of a prominent consumer advocate, such as Ralph Nader. The student must list "cluster" related to the subject's work in comsumerism.	1-15	Teacher assessment of completeness of research. May require an oral presentation of report - to be included in assessment.	English Language Arts E.S.L. Social Studies
11. Given a particular "cluster" (chosen by the teacher) each student lists 5 or more common consumer issues or grievances within boundaries of this cluster.	1-15	Teacher assessment: completion of list.	English E.S.L. Social Studies Sociology

Social Studies

Course: CONSUMER ED

Topic or Unit: RESEARCH & EVALUATION **Career Objective:** ALL

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
12. After completing the above activity, rotating panels of students will discuss possible solutions for a random selection of grievances prepared in activity 11. All students should participate as members of a panel.	1-15	Teacher assessment of participation, sincerity, application of knowledge of panel members.	English E.S.L. Social Studies Sociology Psychology
13. Each student will write a letter to a manufacturer or a retail store, such as Sears requesting information on a particular product or service.	1-15	Teacher assessment: Completeness, correctness, clarity of expression.	English E.S.L.

Social Studies

Course CONSUMER ED

Topic or Unit: RESEARCH & EVALUATION

Career Objective: ALL

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
14. Each student will evaluate the reply he receives to his letter of activity 13 from the viewpoint of an aware consumer, using these or other guidelines 1. Is the product fairly priced (within the knowledge of the student) 2. What guarantee/warranty is included? 3. What financial arrangements can be made to pay for it? 4. How much interest is included in the payment? 5. Does the information include "blown-up" or misleading statements to influence the buyer?	1-15	Teacher assessment of student evaluation and/or oral presentation by the student of his findings.	English Social Science Psychology Math

Social Studies

Course: CONSUMER ED

Topic or Unit: RESEARCH & EVALUATION **Career Objective:** ALL

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
15. Each student will rewrite the brochure/ advertisement sent to him by retailer (see activity 13) in his own words. (Objective: to clarify and simplify as well as ascertain if student understood the material).	1-15	Teacher of student assessment: comparison of original and rewritten brochure.	English E.S.L. Math
16. Following completion of activity 15, each student will read his rewritten advertisement to the class. Students will give their opinions as to strong or weak points of the presentation and/or why or why not they would purchase the product or service.	1-15	Teacher assessment of individual work.	English Social Science Psychology E.S.L. Math
17. Using a buyers catalog from any large dept store, such as Sears or Wards, each student will select a product which has different grades, quality or is offered in more than one size. Examples: Kitchen linoleum, Kitchen appliances, carpet, etc. and compare the relative value of the chosen product (s). That is, he will decide which grade of product offers the most value to the consumer for the purchase price.	1-15	Teacher assessment of class discussion: i.e., reasons for priorities as they are listed, how priorities could be changed through consumer knowledge and awareness.	English E.S.L. Psychology Social Studies Math

Social Studies

Course: GEOGRAPHY

Topic or Unit: TOPOGRAPHY / CLIMATE **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
1-2 Students will identify skills and knowledge of meteorology by studying weather maps for a set period of time to trace changes in local weather. Students will predict weather for a one week period based on their studies of weather conditions.	1,6,11, 14	Students will list skills and knowledge required by a meteorologist. Students will identify various jobs performed in conjunction with weather prediction. Students will identify other occupations to which weather prediction is important.	Science

Social Studies

Course: GEOGRAPHY

Topic or Unit: TOPOGRAPHY / CLIMATE **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
3. After studying geographic concepts and their significance, students will list those jobs in which a good understanding of geography would be important.	All	Students will list jobs and identify orally or in writing why geographic understanding is important. a. Construction worker b. Surveyor c. Geologist d. Engineer e. Archaeologist Teacher evaluation of student list.	Sociologist

Social Studies

Course: GEOGRAPHY

Topic or Unit: TOPOGRAPHY / CLIMATE

Career Objective: CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
4. Student will evaluate how the physical characteristics of the land and climate effect man's ability to make a living.	All	Students will write an essay in which the thesis that physical characteristics of land and climate affect man's ability to make a living is proven through use of examples derived from research.	Science
5. Students will list those jobs which involve altering the earth itself in some manner.	1,4,6, 9,10, 15	Students will list jobs such as construction worker, surveyor, environmentalist engineer, etc. and indicate one way each job involves altering the earth in some manner.	Science
6. The student will evaluate a career chosen from the list #5 to determine the ramifications (positive and negative) of the job's effect on the earth.	1,4,6, 9,10, 15	Teacher assessment of a written report which states the ramifications of the job's affect on the earth. The report should contain supporting evidence for both positive and negative points of view.	Science

Social Studies

Course: GEOGRAPHY

Topic or Unit: TOPOGRAPHY / CLIMATE **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
7. Invite a local representative of the weather service to speak about weather prediction and the development and expansion of it as a profession.	6,7 11	On a teacher developed form, students will check items which were discussed by the speaker and will indicate which 3 items were of interest to them and why. Students will list any items discussed which did not appear on form.	Science

Social Studies

Course: GEOGRAPHY

Topic or Unit: GEOGRAPHY OR GOVERNMENT ECONOMICS **Career Objective:** CAREER AWAREMESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
8. In a class discussion students will evaluate causes and solutions for technilogical unemployment.	All	Students rate and rank each other for participation according to a discussed list.	Economics
9. Students will use graphs and charts to show how business cycles influence the labor market.	All	Teacher/student evaluation of charts and analysis as utilized by students.	Math Business
10. Students will, in an essay, evaluate the effect of inflation on wages in career of their choise.	All	Teacher will assess essay according to evidence of research on topic.	Math Business
11. Students will research mass production and conduct a debate as to whether mass production has been detrimental to the labor force.	All	Students rate and rank each other on quality of arguments based on evidence shown and pre-discussed debate techniques.	Language Arts

Social Studies

Course: GEOGRAPHY

Topic or Unit: GEOGRAPHY OR GOVERNMENT ECONOMICS **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
12. Students will assume role of striker in the job of his choise and discuss the problems he faces as a result of a long term strike.	All	Teacher will assess role playing situation and research evidence as presented by students.	Language Arts
13. In an essay, students will evaluate which job fields and professions are most regulated in a controlled economy.	All	Teacher will assess essay in regards to thesis, supporting evidence, and conclusions.	Language Arts

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Social Studies

Course: GEOGRAPHY

Topic or Unit: GEOGRAPHY OR GOVERNMENT
ECONOMICS

Career Objective: CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
14. After studying commercial economics of the ancient world, students will list which new skills contributed to their use.	1.	Students will be able to list at least 5 skills which were aquired and how they contributed to commercial economics.	Agriculture
15. In an essay, students will determine what the basic economic unit was in the Middle Ages, and whether that would still be true today.	All	Essay will be assessed on contents. Essay should define and compare basic economic units.	Economics
16. In a small group discussion, student will evaluate the reasons why anti-trust laws protect the small business man.	2,10, 12,15	Students will, in written form evaluate their group participation based on data supplied in the follow-up lecture.	Business

Social Studies

Course: GEOGRAPHY

Topic or Unit: GEOGRAPHY OR GOVERNMENT
ECONOMICS

Career Objective: CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
17. Students will assume roles of large corporate representatives and small independent businessmen to debate anti-trust laws.	2,10, 12,15	Students rank and rate each other on on quality of arguments according to a prepared and pre-discussed check list.	Business

Social Studies

Course: GEOGRAPHY

Topic or Unit: MAP READING

Career Objective: CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
18. The student will use a map grid to locate 5 public facilities on a map of a city that he might go to in search of a job.	1,2, 14,15	Graded according to percentage of completion and use of the grid.	History Consumer Ed. Local Govt.
19. The student will give the locations of 5 public facilities in a community by means of nearest cross streets or corner , as he would do if he were a traffic controller or shipping manager.	12,15	Graded according to percentage of completion of locating the facilities on a map and listing their locations.	
20. The student will determine directions between points on a map as he would have to do if he was working in the forestry service or in any public facility where he might have to give directions to the public.	1,6, 9,10	Graded according to percentage of successful completion in giving directions to teacher or group of students.	
21. The student will list 5 careers that involve the use of map reading.	1,3, 12, 14 15	Graded according to percentage of completion. Student will indicate how map reading is involved.	

Social Studies

Course: PSYCHOLOGY

Topic or Unit: UNDERSTANDING ONESELF **Career Objective:** AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
1. Student will list all his current qualifications (typing, driving, sewing, etc.) Student will list job opportunities for which he would currently qualify , choose 3 careers and explain in an essay how the results from the self-evaluation would be compatabile with them.	All	Students share lists in follow-up discussion, and receive feedback on job opportunities. Teacher will assess essay on presentation of personal information which was accumulated by students. Student should include an outline of accumulated information.	Language Arts
2. Based on information about salary, personal contact, prestage, appearance, etc., groups of students will formulate a survey to be given to the rest of the class.	All	Groups will tabulate and compare results with other groups' surveys. Committees will then present results to class.	Sociology
3. Students will rate play situations in work that would reflect personal attitudes and values (a worker accused of stealing, a 40 year old woman losing a promotion to a younger man, a worker being laid off, etc).	All	Teacher and student assessment of role-playing situations according to a pre-determined checklist.	Drama

Social Studies

Course: PSYCHOLOGY

Topic or Unit: UNDERSTANDING ONESELF **Career Objective:** AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
4. Student will analyze his career potential by listing his interests, skills, education, hobbies, values, strengths, and weaknesses.	All	Teacher assessment of lists according to completness of information.	Home Economics Business Voc. Classes
5. Based on analysis of all No. 1 above he will choose three careers and explain how his results from the self-evaluation would be compatable with them.	All	Teacher assessment of essay.	Home Economics Business Voc. Classes Agriculture
6. Students will list all possible job attitudes and behaviors he considers desirable (honesty, neatness, maturity, etc). Students will then rate list of personal attitudes and values form most to least important.	All	Teachers and students assess and [illegible]	Home Economics Business Voc. Classes Agriculture

Social Studies

Course: PSYCHOLOGY

Topic or Unit: UNDERSTANDING ONESELF **Career Objective:** AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
7. Students will list all posible job attitudes and behaviors he considers desirable (honesty, neatness, maturity etc). Students will then rate list of personal attitudes and values from most to least important.	All	Teachers and students assess and discuss lists after sharing ideas in small groups, and receiving feedback from group members.	Home Economics Business Voc. Classes Agriculture
8. Students will make a list of what he considers are his basic needs (material and psychological values) and then determine whether the career of their choise will meet these needs and values.	All	Teacher will assess list and analysis according to completness and clarity of expression.	Language Arts
9. Student will make a list of what he considers are his basic needs (material and psychological values) and then determines whether the career of his choise will meet these needs and values.	All	Teacher will assess list and analysis according to completness and clarity of expression.	Language Arts

Social Studies

Course: PSYCHOLOGY

Topic or Unit: UNDERSTANDING ONESELF **Career Objective:** AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
10. Invite several recent graduates who are now working to speak to the class about their experience on the job-expectations, disappointments, future, any tips they may have.	All	On a teacher developed form, students will check items discussed by speaker and indicate which items have significance to them and why.	Home Economics Voc. Classes Business
11. In an essay, the students will analyze what personal qualities and values he feels would be necessary to hold a job that offered great individual freedom.	All	Teacher will assess product according to thesis, supporting details, form, spelling, punctuation and clarity of expression.	Language Arts
12. After studying decision making processes, students will discuss situations in work where decision-making is necessary.		Teacher will assess group discussions according to utilization and application of information on the decision-making process.	Language Arts

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Social Studies

Course: PSYCHOLOGY

Topic or Unit: UNDERSTANDING ONESELF

Career Objective: AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
13. In an essay, the student will analyze what values he feels would be important personally to succeed in the career of his choise.	All	Teacher will assess product according to thesis supporting details, form, spelling, punctuation and clarity of expression.	Language Arts
14. Based on information aquired about organized labor and American business, students will discuss whether these groups reflect our societ's values.	All	Teacher will assess class discussion according to a pre-designed format or checklist covering the important facts learned about labor and business.	Business
15. Students will be able to list the factors in today's world of work that can produce emotional stress and then prepare a paper listing at least five examples of jobs that would be likely to cause emotional stress.	8	Teacher assessment of class participation and list on chalkboard. Teacher will then assess paper according to utilization of class discussion, thesis, completness.	Social Science

Social Studies

Course: PSYCHOLOGY

Topic or Unit: UNDERSTANDING ONESELF **Career Objective:** AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
16. Students will be able to list the factors in today's world of work that can produce emotional stress and then prepare a paper listing at least five examples of jobs that would be likely to cause emotional fatigue or stress.	8	Teacher assessment of class participation and list on chalkboard. Teacher will then assess according to utilization of class discussion,thesis, completness.	Language Arts
17. After discussing personality types, students will evaluate whether specific personality types choose certain types of jobs or careers.	All	Teacher assessment of product according to outline of previously	

Social Studies

Course: PSYCHOLOGY

Topic or Unit: UNDERSTANDING ONESELF **Career Objective:** AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
18. After discussing personality types, students will evaluate whether specific personality types choose certain types of jobs or careers.	All	Teacher assessment of product according to outline of previously discussed information. Product may be in form of an essay, oral report or simulation activity.	Language Arts Drama
19. Students will rank order to career fields to show those with the greatist and least degrees of individual freedom.	All	Teacher assessment of list	Career Education Math
20. After exploring the concepts and uses of psychology, students will list at least 3 careers that involve psychology as part of their function.	8	Teacher assessment of lists. Examples: psychiatrist psychologist analyst teacher counselor	Social science

Social Studies

Course: PSYCHOLOGY

Topic or Unit: UNDERSTANDING ONESELF **Career Objective:** AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
21. In an essay students will evaluate whether specific personality types choose certain types of jobs or careers (introverts, extroverts, etc.)	All	Teacher assessment of product. A. Relavent data. B. Rational conclusions	Career Education
22. Student will rank order 20 career fields to show those with the greatest and least degrees of individual freedom.	All	Teacher assessment of list. A. Definition of freedom. B. Accurate data relavent to each career field.	Math Career Education
23. Students will present a skit of a ten year class reunion where they discuss their jobs based on current career interests; the problems with their jobs at that time; and their future plans.	All	Teacher assessment of class skit. A. Realism in role. B. Attempts to impress others.	Drama

Social Studies

Course: PSYCHOLOGY

Topic or Unit: UNDERSTANDING ONESELF **Career Objective:** AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
24. In an essay, student will choose a famous person from the career of his choice to examine the traits and characteristics that made him famous.	All	Teacher assessment of product. A. introvert-extrovert. B. Risk taker C. etc.	Voc. Classes Language Arts
25. In a report to the class, student will choose a historical person from the past to evaluate what traits and goals affected his career.	All	Student critique of each report. A. Accurate data. B. Reasonable conclusions.	U.S. History
26. Mental ability has a direct relationship on the career a student chooses. Student will write a research paper on job opportunities for the mentally gifted 'or' job opportunities for the mentally retarded.	8	Teacher assessment of student work. Retarded- handwork, belt work. Gifted- scientific research.	Social Science

Social Studies

Course: PSYCHOLOGY

Topic or Unit: UNDERSTANDING ONESELF **Career Objective:** AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
27. Memorization of particular data is important in training for an occupation students will answer the following questions regarding memorization. a. What are the three main steps in the memorization process? b. To what extent and by what means can you expect to improve in each of these three steps?	8	Teacher assessment and classroom discussion. (Answers below) Answers: Learning, retaining, recalling	Social science Study skills
28. Students will list ten people he considers successful and explain how their sucess relates to their career areas.	All	Teacher assessment of list.	Language Arts

Social Studies

Course: PSYCHOLOGY

Topic or Unit: UNDERSTANDING ONESELF

Career Objective: AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
29. Students will descibe the lifestyle he would like to maintain 10 years from now and determine what career of his own choosing would be able to support it.	All	Essay. A. Demonstrate knowledge of personal needs, values, and attitudes B. Accurate data regarding career income.	Sociology
30. Students will prepare a personal resume showing his potential as a worker in the field of his choice.	All	Teachers assessment of resume. A. Complete B. Readable	Home Economics Voc. Classes Business

Social Studies

Course: SOCIOLOGY

Topic or Unit: FIELD OF SOCIOLOGY

Career Objective: CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
1. Student will list all activities or areas where sociologists are employed.	7,8	Teacher assessment of list. A. Sociologist B. Welfare Worker C. Mkt.Research	Science Health
2. Students will work in groups to list all careers where an understanding of sociology would be beneficial.	All	Class critique of lists.	Science

Social Studies

Course: SOCIOLOGY

Topic or Unit: SOCIALIZATION & SOCIAL ADJUST.

Career Objective: CAREER AWARENESS AND CAREER PREPARATION — ATTITUDE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
3. Invite a speaker from the Department of Mental Health to discuss problems with deviant behavior, the possible solutions for these problems, and to discuss job potential in the field of mental health.	8	Teacher assessment of follow-up question and answer discussion period. A. Salary - Hours B. Education	Science Psychology
4. Students will discuss the degree of importance of social adjustment in succeeding in the career of his choice.	All	Teacher assessment of class discussion. A. Public relations B. Intragroup dependence	Psychology
5. In an essay, the student will determine whether job advancement causes difficulties in adjusting to a varying social order.	All	Teacher assessment of product. A. Effect on old friends. B. Adjustment to new work peers	Psychology
6. Students will discuss whether deviants can function successfully in various job fields.	All	Teacher assessment of group discussion. A. Define deviants B. Criminal C. Homosexual D. Alcoholic	Science Psychology

Social Studies

Course: SOCIOLOGY

Topic or Unit: STRUCTURE OF SOCIETY

Career Objective: CAREER PREPARATION — KNOWLEDGE AND EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
7. Students will divide into groups to compare how their life style would differ living in a rural versus a metropolitan area in relation to the career of their choice.	All	Student and teacher assessment of group discussion. A. Job market B. Available Housing C. Entertainment	Geography
8. Student will discuss how population studies benefit businessmen.	10,12	Class discussion and teacher assessment. A. Sales market 1. Ages 2. Sex 3. Educational level 4. Average income 5. Race or nationality B. Labor sources 1. Average educational level 2. Age 3. Sex	Math

Social Studies

Course: SOCIOLOGY

Topic or Unit: SOCIAL BEHAVIOR

Career Objective: CAREER AWARENESS AND CAREER EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
9. Students will list job fields that relate to mass media.	3	Students assess own lists from follow-up class discussion.	Journalism Language Arts Science
10. In an essay, students will analyze how technilogical advances influenced job potential in the field of mass communication.	3	Teacher assessment of essay. A. Mechanization B. Computers C. Photo copies	Journalism Language Arts Science Agriculture Math Shop

Social Studies

Course: SOCIOLOGY

Topic or Unit: STRUCTURE OF SOCIETY **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
11. Student will list all job fields that would benefit from population studies (City Planners, Builders, Manufacturers, etc.).	All	Teacher assessment of list.	Economics
12. Students will work in small groups to draw a map of their local community showing residential, commercial, and industrial zones; public buildings and landmarks: The groups will then evaluate the plans' strengths and weaknesses.	14	Teacher and group assessment of maps and evaluations.	Geography
13. Students will establish a hypothetical income they wish to earn and prepare a budget that will cover all family expenses they might encounter at that time.	8	Comparison of student budget to future income of student.	Math Home Economics
14. For an oral report, students will interview urban renewal representative for local area to determine what problems exist and what solutions are possible with respect to job availability.	14	Teacher assessment of report.	Work Experience Voc. Classes

Social Studies

Course: SOCIOLOGY

Topic or Unit: STRUCTURE OF SOCIETY **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
15. Students will list all possible types of discrimination found in job fields.	All	Students assesss own lists with reinforcement from follow-up discussion. 1. Race 3. Sex 2. Nationality 4. Age	Agriculture Voc. Classes Home Economics
16. Invite a local represntative of the agency dealing with equal opportunity employment to speak about advances being made in the job world against discrimination.	All	Teacher assessment.	Agriculture Voc. Classes Home Economics
17. Students will compare different educational institutions that represent post high school training (types of programs, qualification, goals, costs, etc.).	All	Teacher assessment of report.	Voc. Classes Business
18. Students will form groups to discuss or debate the statement: Job opportunity is directly proportional to the amount of higher education one pursues.	All	Students rate and rank one another on participation.	Speech
19. In a report, students will determine whether education today is meeting the needs of those ready to enter the labor market.	All	Teacher assessment of report in terms of substantial data.	Speech English

Social Studies

Course: SOCIOLOGY

Topic or Unit: STRUCTURE OF SOCIETY **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
20. For a report students will study whether educational institutions have modified accordingly to deep pace with changes in the labor market.	All	Teacher assessment of report. A. Social Skills B. Communication Skills	Career Education
21. Students will list the various groups he would have contact with in the career of his choice.	All	Teacher assessment of list.	Career Education
22. In an essay, students will analyze how interaction with the groups in No. 21 would influence job attitudes.	All	Teacher assessment of attitudes.	Career Education
23. In a class discussion, students will evaluate how the family as an institution is influenced by job choice.	All	Teacher assessment of class discussion.	Home Economics
24. Students will discuss whether current job and career structures are contributing to the break-up of the family as a unit.	All	Teacher assessment of group discussion.	Home Economics

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Social Studies

Course: U.S. HISTORY

Topic or Unit: AGE OF DISCOVERY **Career Objective:** AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
1. In an essay student will evaluate how the Renaissance affected careers in science and exploration.	1,6,11	Teacher assessment of product.	Science World History
2. From readings on Indian tribes students will discuss whether the work done by Indians in various tribes could be categorized into jobs or careers. They will determine if tribes and specific "job clusters" and if they differed - explain why.	All	Teacher assessment of small group discussions.	Sociology
3. Student will analyze in a worksheet what factors led to the expansion of careers in exploration.	6,11	Teacher assessment of worksheet.	Science World History

Social Studies

Course: U.S. HISTORY

Topic or Unit: AGE OF DISCOVERY **Career Objective:** EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
4. Students will discuss the impact of the discovery of America on the demand for experienced explorers and seamen in Europe.	6,11	Teacher assessment of class discussion.	World History
5. Students will discuss what types of current day exploration still exists.	1,6,11	Teacher assessment and class discussion.	Science
6. Invite a guest speaker to talk about careers in underwater or space exploration.	6,7,11	Teacher assessment of follow-up question and answer discussion period.	Science

Social Studies

Course: U.S. HISTORY

Topic or Unit: AGE OF DISCOVERY

Career Objective: EXPLORATION, KNOWLEDGE, SKILLS, ATTITUDE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
7. For an essay students will study how increased knowledge in the jobs of navigator and mapmaker influenced exploration.	1,11	Teacher assessment of product.	Science World History
8. Student will list skills, training, experience and hardships of those who worked as sailors during this time period.	6,11	Student critique of list or worksheet.	World History
9. In an essay the student will analyze the qualifications needed and challenges faced by missionaries in the New World.	7	Teacher assessment of product.	World History
10. In an essay student will compare and contrast #9, Exploration and Knowledge, with current day missionary jobs.	7	Student critique of product.	World History

Social Studies

Course: U.S. HISTORY

Topic or Unit: FRENCH AND INDIAN WAR AMERICAN REVOLUTION

Career Objective: EXPLORATION KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
11. After reading appropriate material relative to the French and Indian War and the American Revolution, each student will be able to discuss those attributes which made the colonial a good soldier and those weaknesses which made him a poor soldier.	ALL	Written report, oral report or group discussion should include the following Attributes 1. Creative 2. Aware if Indian Warfare 3. Knowledge of the land and its natural resources. Weakness 1. Leadership 2. Unity 3. Discipline 4. Military experience	Psychology Sociology

Social Studies

Course: U.S. HISTORY

Topic or Unit: COLONIAL ERA

Career Objective: AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
12. Student will assume role of a young person about to seek a career during that particular era, and will list all career opportunities available at that time.	All	Teacher assessment of list.	Drama
13. Student will choose one career from #11 and discuss why he would wish to pursue it in that time period. Would his choice be the same today?	All	Teacher assessment of small group discussion.	Sociology

Social Studies

Course: U.S. HISTORY

Topic or Unit: RECONSTRUCTION **Career Objective:** AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
14. Student will list the job opportunities available to the newly freed slaves.	All	Teachers assessment of list.	Sociology Black Studies
15. Student will use stories and novels of the time to evaluate in an essay, the difficulties the blacks had in getting and maintaining jobs.	All	Teacher assessment of product.	English Black Studies
16. Student will discuss techniques used in the south to prevent job equality for blacks.	All	Teacher assessment of class discussion.	Sociology Black Studies
17. In an essay students will determine whether the techniques in #15 above are still used today and whether they are limited just to the south.	All	Teacher assessment of product.	Government Black Studies
18. On charts, graphs and worksheets student will evaluate the effects considerable migration of freed slaves after the war had on the labor force in areas both gaining and losing people.	All	Class discussion of graphs and worksheets.	Math Black Studies Sociology

Social Studies

Course: U.S. HISTORY

Topic or Unit: COLONIAL ERA **Career Objective:** EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
19. In an essay, the student will compare the lists in #11 above and analyze why differences exist. (#11-Awareness)	All	Teacher assessment of essay.	Geography
20. Student will assume he is a colonial businessman and will discuss how English mercantilistic policy might affect his business.	10,12	Teacher assessment of class discussion.	Business
21. In an essay or on a worksheet, student will evaluate list from #11 and determine what jobs still exist and why the other jobs died.	All	Teacher assessment of product.	Geography

Social Studies

Course: U.S. HISTORY

Topic or Unit: COLONIAL ERA

Career Objective: EXPLORATION ATTITUDE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
22. Student will discuss the Puritan ethic work attitudes and compare them to modern day values and ideals about work.	All	Teacher assessment and class discussion.	Language Arts Psychology
23. Students will depicit the Puritan leaders decision-making policies. Afterwards the class will discuss whether these type of leaders would be accepted today. How have leader's roles or jobs changed?	All	Teacher assessment of role - playing skit and subsequent discussion.	Language Arts Government
24. Students will choose several careers of the time and discuss the attitudes, values and prestige relating to each one.	All	Teacher assessment of group discussions.	Psycholoby
25. Students will compare #23 with their modern day counterpart.	All	Teacher assessment of group discussion.	Psychology
26. Student will discuss the life style of a worker in the career of his choice and compare it to present day conditions.	All	Teacher assessment of small group discussions.	Sociology
27. In an essay, student will analyze his life style, attitudes and values, based upon his career choice from #23 above.	All	Teacher assessment of product.	Sociology

Social Studies

Course: U.S. HISTORY

Topic or Unit: COLONIAL ERA **Career Objective:** EXPLORATION & KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
28. In an essay, student will compare how a career as a Puritan political leader would differ from a career in politics today.	14	Teacher assessment of product.	Speech Government
29. Student will analyze whether education was important in preparing for a career in Puritan America and will evaluate which careers were most affected.	All	Teacher assessment of class discussion.	Sociology

Social Studies

Course: U.S. HISTORY

Topic or Unit: COLONIAL ERA

Career Objective: KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
30. Students will discuss the colonial law system and its enforcements - what qualifications and skills were needed in these careers.	14	Teacher assessment, class discussion.	Government
31. In an essay, students will compare and contrast the careers in colonial law enforcement and lawmaking with modern day lawmaking and enforcement.	14	Teacher assessment of essay.	Government
32. Student will list the training and qualifications for the career of his choice in the colonial era, and compare to current day requirements.	All	Teacher assessment of list.	Sociology
33. Students will list all jobs or skills needed to construct a house during colonial era.	4	Teacher assessment and class comparison of lists.	Voc. Classes
34. Student will list the modern day counterpart to #32 above and evaluate the changes (drafting, electrical, materials)	4	Teacher assessment of list.	Voc. Classes

Social Studies

Course: U.S. HISTORY

Topic or Unit: COLONIAL ERA **Career Objective:** KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
35. Student will construct a poster to compare the tools used in the colonial era with tools of the modern day counterpart in career of his own choice.	All	Teacher assessment of poster illustrations and examples (when used)	Voc. Classes

Social Studies

Course: U.S. HISTORY

Topic or Unit: REVOLUTIONARY PERIOD **Career Objective:** AWARENESS, ATTITUDE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
36. Students will assume roles of representative members of the colonies (merchant, seaman, farmer)* and discuss the possibility of war based on their job interests and backgrounds. * That most closely coincide with their current career interests.	All	Student assessment of role-playing situation.	Language Art
37. In an essay students will evaluate why, and the ways in which men were convinced to give up their jobs to become volunteers in the continental army.	14	Teacher assessment of essay.	Psychology Sociology
38. Student will discuss whether the reasoning in #36 would be successful today considering attitudes on Vietnam, a volunteer army, American commitments.	14	Students rate and rank order one another on the basis of participation and content.	Sociology

Social Studies

Course: U.S. HISTORY

Topic or Unit: REVOLUTIONARY PERIOD **Career Objective:** KNOWLEDGE & EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
39. Students will assume roles of political leaders and familarize themselves with their education, backgrounds and experience; then discuss and debate issues about independence.	14	Students rate and rank order debates.	Drama Creative Writing
40. Student will discuss what careers were most frequently represented by those men who were most outspoken about the Revolution.	All	Teacher assessment of class discussion.	Sociology

Social Studies

Course: U.S. HISTORY

Topic or Unit: FORMATION OF UNION **Career Objective:** AWARENESS, ATTITUDE, EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
41. Student will discuss the social, economic, and psychological adjustments necessary for the worker and his family when a decision is made to change jobs or relocate.	All	Teacher assessment of small group discussion.	Psychology
42. Student will analyze the implications of the Louisiana Purchase on job opportunity for class discussion.	All	Students rate and rank each other on the basis of participation and quality of information.	Economics Sociology
43. For presentation in an essay, student will study how pressures on the farmers and resentment against those who worked as merchants and lawyers led the farmers to violence (Shay's Rebellion).	1,12	Teacher assessment of essay.	Agriculture
44. On a worksheet, students will evaluate repercussions for those employed in all aspects of trade as a result of embargo and the War of 1812.	10,12	Teacher or student assessment of worksheet.	Business

Social Studies

Course: U.S. HISTORY

Topic or Unit: JACKSONIAN ERA, OR WESTWARD MOVEMENT OR CIVIL WAR **Career Objective:** AWARENESS & EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
45. In an essay, student will evaluate the affect of Jacksonian democracy on the common worker (ex suffrage).	All	Teacher assessment of essay.	Government
46. In a class discussion, student will analyze whether expansion of the frontier offered a significant opportunity for job and economic mobility.	All	Teacher or student assessment of participation and content.	Geography
47. Each student will choose a career in that time period*. He will evaluate what his duties and responsibilities are in the daily job and report to the class.	All	Students rate and rank order one another on quality of presentation, content, and authenticity.	Sociology
48. Students will keep an imaginary journal about his experiences with this job showing how historical events might affect him. * That coincides with his current career interests.	All	Teacher assessment of journal.	Language Arts

Social Studies

Course: U.S. HISTORY

Topic or Unit: WESTWARD EXPANSION OR CURRENT ENVIRONMENT

Career Objective: AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
49. In an essay students will analyze the environmental and geographical characteristics of a given area to determine the effect those characteristics would have on job development and selection in that area.	All	Teacher assessment of essay.	Science

Social Studies

Course: U.S. HISTORY

Topic or Unit: THE WESTWARD EXPANSION **Career Objective:** AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
50. Divide class into groups and give each group the problem of developing and planning a city in the early West. Each group should have a different geographical, or environment setting. i.e. California, Kansas, Montana, New Mexico. What type of occupations are needed to insure the survival of the city?	All	Discussion: Have the occupations needed for the survival of a city during the 1850's changed from those of today? Have any remained necessary and why? What careers do they see that seem necessary today as becoming unnecessary in the future.	Geography
51. Students read a condensation of information from Time/Life books on the west. The Cowboys, the Indians of the Pioneers. Student will complete an activity discussion sheet which accompanies reading and includes such questions as: What types of occupations were available in the early west? What types of occupations did people leave? What was life in the West? What events caused life styles to change?	1,5	Teacher assessment of activity sheet.	Language Arts
52. In an essay student will evaluate circumstances (economic, political, social, events of nature) that would cause a modern day migration to seek new work.	All	Teacher assessment of essay.	Sociology Economics Political Scienc

Social Studies

Course: U.S. HISTORY

Topic or Unit: THE WESTWARD EXPANSION **Career Objective:** AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
53. Students will prepare reports based on interview with selected people in their family, school and community to survey the number of times they have relocated due to career opportunity and their reasons for relocation.	All	Teacher assessment of student reports.	Math
54. Student will discuss what jobs would be available with the establishment of a new town.	All	Teacher assessment of class discussion.	Economics Sociology
55. In a worksheet students will analyze what jobs would expand and be created on population increase in a given area.	All	Teacher assessment of worksheets.	Sociology

Social Studies

Course: U.S. HISTORY

Topic or Unit: WESTWARD EXPANSION **Career Objective:** ATTITUDE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
56. Student will list motivations that would explain why a great many people left existing work to travel to a new area where work was an uncertainty.	All	Teacher assessment of list.	Sociology Geography
57. Student will discuss what reasons justified the changes men made in their careers at the time of the California Gold Rush.	All	Teacher assessment of discussion.	Sociology

Social Studies

Course: U.S. HISTORY

Topic or Unit: WESTWARD EXPANSION

Career Objective: EXPLORATION, KNOWLEDGE, SKILLS, ATTITUDE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
58. Student will discuss how career opportunity causes the necessity for relocation.	All	Teacher assessment of participation in class discussion.	Geography Economics
59. In a creative story student, through the use of literature, will depict the challenges and demands of working in the frontier.	All	Teacher assessment of story.	Language Arts
60. Student will imagine he is living "out west" and is writing a letter to his family in the east or is keeping a journal describing his work and lifestyle in an occupation available at that time.	All	Teacher assessment of letter or journal.	English
61. Student will list the modern day costs, skills, and equipment necessary to mine gold.	1	Teacher assessment of list.	Math
62. In an essay student will analyze job expansion (or reduction) related to population growth or decline in their own community.	All	Teacher assessment of product.	Government

Social Studies

Course: U.S. HISTORY

Topic or Unit: PRE-CIVIL WAR **Career Objective:** ATTITUDE & AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
63. In a role-playing situation, student will imagine he is a slave and analyze what kind of job he might be able to do and what his future might be.	All	Student assessment of role-playing experience.	Drama
64. Same as #62 above - only student will assume role of freed slave.	All	Student assessment of role-playing experience.	Drama
65. For a report, given a basic element such as cotton seed, the student will trace the careers involved during pre-Civil War United States in the transformation of seed from plant to fabric to clothing.	All	Role Playing if you were a: 1. Plantation owner 2. Slave 3. New England textile mill owner 4. Textile worker 5. Small farmer 6. Merchant ship owner (from careers that students stated would be needed) 1. What careers could you see as being unnecessary and could be eliminated? 2. What are the sectional differences? 3. Could these be resolved short of war?	Agriculture Business

Social Studies

Course: U.S. HISTORY

Topic or Unit: PRE-CIVIL WAR

Career Objective: ATTITUDE & AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
66. Discussion: What if the cotton gin had not been invented would U.S. History have changed? Would the economy of the South and New England have changed?	1,13	Teacher assessment of class discussion.	Agriculture
67. Student will study negro slave music or poetry to determine attitudes slaves held about their work.	1,13	Teacher assessment of class discussion.	Music English

Social Studies

Course: U.S. HISTORY

Topic or Unit: CIVIL WAR **Career Objective:** EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
68. For presentation in an essay, student will study literature to evaluate the job of a soldier during the war.	14	Teacher assessment of essay.	English
69. In an essay student will study literature about the Vietnam War to compare and contrast soldiers jobs then to that in #67.	14	Teacher assessment of essay and oral presentation of chosen essays.	English

Social Studies

Course: U.S. HISTORY

Topic or Unit: COLONIAL ERA **Career Objective:** AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
70. Students will choose one northern, one middle, and one southern colony and list the most common jobs or career opportunities in each.	All	Teacher assessment of list.	Geography
71. Students will assume roles of those people involved in the Salem Witch trials to evaluate their influence and backgrounds, especially of those who were part of the legal system.	7	Teacher assessment of role - playing situation.	Drama English
72. In an essay, student will analyze which job fields would be most affected by the Stamp Act.	3,12	Teacher assessment of product.	Economics
73. Students will visit other classes related to construction (drafting).	4	Teacher assessment of follow-up discussions.	Voc. Classes
74. Students will discuss whether being an indentured servant influenced future career opportunity.	All	Teacher assessment of group discussions.	Speech Government
75. Students will debate whether or not the needs of a labor force was justification for importing the first slaves to the colonies.	All	Student critiques. Debate	Speech English

Social Studies

Course: U.S. HISTORY

Topic or Unit: RECONSTRUCTION **Career Objective:** EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
76. Students will analyze in an essay the obstacles in agriculture facing the south in the last half of the 19th century.	1	Teacher assessment of product.	Agriculture
77. Students in groups will discuss how #75 could have been resolved.	1	Student critique of each groups conclusions.	Agriculture

Social Studies

Course: U.S. HISTORY

Topic or Unit: INDUSTRIAL REV. **Career Objective:** EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
78. In a report, the student will determine how the Industrial Revolution affected those who worked in all aspects.	15	Teacher assessment of report.	Sociology
79. In a report, student will choose a career and determine how technological improvements altered the career and improved his way of life.	All	Teacher assessment of report.	Sociology
80. In an oral presentation, student will evaluate how work in a "cottage industry" varied from work in the factory system.	10	Student or teacher assessment of presentation.	Home Economics World History
81. In an essay, student will analyze the effect mass production had on job demand and on job variety.	10	Teacher assessment of essay.	Economics
82. Invite a guest speaker to discuss the enforcement of Child Labor Laws, and also to discuss career opportunities in this field.	All	Teacher assessment of follow-up question and answer discussion period.	World History

Social Studies

Course: U.S. HISTORY

Topic or Unit: INDUSTRIAL REVOLUTION **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
83. In a report, students will select an invention, such as the sewing machine and will trace the impact it had on the labor force, job demand and increased production.	10	Teacher assessment of report.	Voc. Classes Home Economics
84. In an essay, student will analyze how agricultural disasters influence more than just agriculturally employed workers to relocate (potato famine).	All	Teacher assessment of essay.	Agriculture
85. In an essay, the student will study Child Labor Laws during the late 19th and early 20th Centuries to evaluate their effects on the labor force.	All	Teacher assessment of discussion.	Business World History
86. Students will discuss in small groups all the changes or modifications in existing Child Labor Laws.	All	Teacher assessment of small group discussion.	Speech World History
87. In an essay, student will analyze what the goals were of early unions.	All	Teacher assessment of essay.	Vocational

Social Studies

Course: U.S. HISTORY

Topic or Unit: INDUSTRIAL REVOLUTION **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
88. In the class discussion, student will evaluate the impact technological advances would have on the future of farming and the work of the small farmer.	1	Teacher assessment of class discussion.	Agriculture
89. For an essay, students will study early trade or crafts unions - what job groups were represented, what were their functions and their effectiveness.	10	Teacher assessment of essay.	Voc. Classes
90. Student will discuss the reasons why early unions protection of workers were not strong prior to the Civil War.	10	Student or teacher assessment of group discussion.	Voc. Classes
91. In a report, students will analyze social changes that accompanied the development of industrial jobs in the cities.	10	Teacher assessment of report.	Voc. Classes
92. In a class discussion, student will evaluate what reforms would have best served workers and farmers in late 19th century.	1,10, 12	Student or teacher assessment of class discussion.	Agriculture

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Social Studies

Course: U.S. HISTORY

Topic or Unit: INDUSTRIAL REVOLUTION **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
93. In a role-playing situation, students will assume roles of union and non-union representatives to argue related issues.	10,12	Student or teacher assessment of role-playing situation.	Drama
94. In an essay, student will evaluate the effect of increased industrilization on work and working.	All	Teacher assessment of essay.	Voc. Classes
95. In an essay, students will evaluate the effect of increased industrialization on work and working conditions.	All	Teacher assessment of essay.	Voc. Classes
96. For class discussion, student will determine the ways that organizations of workers or farmers can be more effective than individuals.	All	Teacher assessment of class discussion.	Voc. Classes Agriculture
97. In small discussion group, student will evaluate whether city slum life led to alienation from one's job.	10	Student rate and rank members of group for participation and content.	Sociology

Social Studies

Course: U.S. HISTORY

Topic or Unit: INDUSTRIAL REVOLUTION **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
98. For an oral report, the student will interview local city planner to determine problems with population increases, inner city reclamation, and slums with respect to their effects on jobs in that area.	14	Student assessment of oral report (from teacher-developed ratings form).	Sociology

Social Studies

Course: U.S. HISTORY

Topic or Unit: INDUSTRIALIZATION (GILDED AGE)

Career Objective: CAREER AWARENESS AND EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
100. Student will imagine he is a newly arrived emigrant to U. S. He will list all job possibilities and possible difficulties he might encounter.	All	Teacher assessment of list.	Sociology
101. In an essay student will evaluate influence large scale immigration had on job market (demand, wages, etc.)	All	Teacher assessment of essay.	Economics
102. Student will chart rate of increase in number of illegal aliens in California.	All	Teacher assessment of chart.	Math
103. Student will study California illegal alien influx and analyze its effect on existing labor force and job availability.	All	Class discussion.	Economics
104. Student will graph immigration rate from 1830-1930 to show its impact on job availability.	All	Teacher assessment of chart.	Math
105. Invite a union leader to speak to class on the role of the unions in today's society.	1,3,4, 10,12, 15	Students rate guest speaker on teacher-developed rating form.	Voc. Arts

Social Studies

Course: U.S. HISTORY

Topic or Unit: INDUSTRIALIZATION (GILDED AGE)

Career Objective: CAREER AWARENESS AND EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
106. Discussion on what the differences are in union roles today compared with the Gilded Age.	1,3,4 10,12, 15	Teacher assessment of group discussion.	Voc. Arts
107. Students answer essay question, "What would happen to your career choice if all government regulations and restrictions were lifted that affect your career?"	All	Teacher assessment of essay.	All
108. Invite Ag Teacher to speak to class on the Grange and other farm groups and the affect they have had on legislation.	1,5,12 15	Teacher assessment.	Agriculture
109. For an oral report, students interview people in the field of their career choice.	All	Students discuss what affect has the union movement had on the students career choice.	All

Social Studies

Course: U.S. HISTORY

Topic or Unit: INDUSTRIALIZATION OR ERA OF REFORM

Career Objective: CAREER AWARENESS AND EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
110. In an essay, student will evaluate job situation in career choice by reading want ads and related articles in newspaper of that era.	All	Teacher assessment of essay.	Language Arts
111. Student will evaluate current job situation from #87 above in recent newspapers by listing education, training, experience, pay, etc., from ads.	All	Teacher assessment of list.	Language Arts

Social Studies

Course: U.S. HISTORY

Topic or Unit: ERA OF REFORM, GILDED AGE **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
112. For class discussion, student will determine why businessmen in a corporation have advantages over individually-owned businesses.	1,3,4, 10,12, 13,15	Student or teacher assessment of participation and content.	Business
113. In a report, student will evaluate how discriminatory education for women affected their job opportunities in the late 1800's.	All	Teacher assessment of report.	Sociology
114. For group discussion, students will determine what effect the reforms in civil service had on federal jobs.	14	Student or teacher assessment of group discussion.	Economics
115. In a report, student will analyze reasons why Congress did not aid the small businessman in the Gilded Age.	All	Teacher assessment of report.	Business
116. Using literature and art from the Gilded Age, student will show trends and changes in life styles - both work and leisure from then to now.	All	Teacher assessment of report.	Language Arts

Social Studies

Course: U.S. HISTORY

Topic or Unit: ERA OF REFORM, GILDED AGE **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
117. Student will list what occupational groups gained most during the inflation of 1865-95	All	Teacher assessment of list.	Business
118. In class discussion, students will evaluate whether the list in #93 would coincide today during a periof of inflation.	All	Student or teacher assessment of class discussion.	Business
119. In an essay, student will evaluate what worker benefits and reforms were supported by the Progressives.	All	Teacher assessment of essay.	Sociology

Social Studies

Course: U.S. HISTORY

Topic or Unit: WORLD WAR I

Career Objective: EXPLORATION & AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
120. In an essay student will evaluate what happens to various jobs and careers when war breaks out (draft, increased supplies, rationing).	All	Teacher assessment of product.	English Government World History
121. Invite a military recruiter to speak to class on military careers and programs for both men and women.	14	Student assessment of presentation.	Government
122. In an essay student will evaluate the effects of a major war on the labor force, work opportunity (especially for women.)	All	Teacher assessment of essay.	Voc. Classes Business World History
123. For class discussion student will determine what labor problems existed in 1919.	All	Student or teacher assessment of individual participation and content in group discussion.	World History
124. In class discussion students will determine whether those labor and work conditions in 1919 also occurred after World War II, and again after Vietnam.	All	Student or teacher assessment of individual participation and content in group discussion.	World History

Social Studies

Course: U.S. HISTORY

Topic or Unit: NORMALCY **Career Objective:** ATTITUDE & AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
125. In an essay, students will study the popularity of heroes in the Twenties to evaluate what types of professions or careers were most common and what made them so.	All	Teacher assessment of essay.	Sociology
126. For class discussion, students will study changing life styles in the Twenties in both work and leisure.	All	Student assessment of discussion.	Language Arts
127. Student will write a creative magazine article, interview, or short story, about someone's career and life in the Twenties.	All	Teacher assessment of article.	Language Arts
128. In an essay, student will trace women's rights in job equality.	All	Teacher assessment of essay.	Sociology
129. For a small group discussion, students will analyze the social and political feelings of the Twenties to determine whether the attitude of the times had any influence on the worker's attitude about his job.	All	Student assessment of participation and content.	Political Science Government

Social Studies

Course: U.S. HISTORY

Topic or Unit: NORMALCY **Career Objective:** EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
130. For a report, student will choose one work of literature to illustrate a career related to their current career interests and its related life-style in the Twenties.	All	Teacher assessment of report.	Language Arts
131. For class discussion, the student will study what job areas would be affected by Prohibition (distilling, transportation, entertainment, bootlegging).	All	Teacher or student assessment.	Economics Sociology
132. In an essay, student will analyze the effect Prohibition had on those jobs listed in #107 above and how they adapted to the situation.	All	Teacher assessment of essay.	Economics Sociology
133. For your discussion, student will determine which careers or professions enjoyed the greatest and least prosperity in the Twenties, and why.	All	Student assessment for participation and content.	Agriculture

Social Studies

Course: U.S. HISTORY

Topic or Unit: DEPRESSION

Career Objective: KNOWLEDGE_ATTITUDE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
134. Student will discuss what jobs provided unemployment benefits during the depression.	All	Teacher assessment of class discussion.	Government
135. In an essay, the student will compare modern day benefits of career of their choice with unemployment benefits at the time of the depression in same career.	All	Teacher assessment of product.	Government
136. Students will assume the role of bankers, investors, stockbrokers, bookkeepers, etc. on the day of the crash (additional roles possible are reports and the President, responding to the Crash.)	2,3	Teacher assessment of class participation.	Drama English Government Business

Social Studies

Course: U.S. HISTORY

Topic or Unit: DEPRESSION **Career Objective:** AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
137. Given each student 10,000 paper dollars to buy stock with. The student must pay broker fees, can buy and sell stock at will, must keep a graph of the daily ups and downs of his stock.	10,12	Product - Each student produces graph for his stock.	Business
138. For an essay, student will analyze the development of oraganized crime - what occupations were most affected; both illegal organizations, and the penetration of legitimate enterprises.	All	Teacher assessment of product.	Business
139. Students will list the jobs that are most affected by a depression.	All	Teachers assessments of lists.	Government

Social Studies

Course: U.S. HISTORY

Topic or Unit: NEW DEAL

Career Objective: CAREER EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
140. For class discussion students will determine what were the gains of organized labor under the New Deal and why. How did they benefit the laborer?	All	Student assessment of class discussion.	Business Government
141. Students will be divided into groups and representatives to act out a union debate and vote in a factory (use speeches, campaigns, and stage an actual vote).	10,11	Product (results of class vote).	Drama Government
142. Bring in guest speaker from State and Federal Civil Service Agencies to speak about career opportunities in State and Federal Government.	14	Teacher assessment of guest speaker.	Government

Social Studies

Course: U.S. HISTORY

Topic or Unit: NEW DEAL **Career Objective:** AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
143. Student will list those agencies created during the New Deal Era that still exist today, and explain why the defunct agencies no longer exist.	14	Teacher assessment of list.	Government
144. Bring in a stockbroker and a banker to discuss safeguards in our financial system and to discuss their origins. They will also discuss career opportunities in banking and the brokerage businesses.	2	Students rank guest speaker or teacher - developed rating form.	Business
145. Student will list the specially created Federal agencies that might offer the unemployed work.	14	Teacher assessment of list.	Government
146. For a class presentation student will interview people who worked during the depression for their accounts of work, the effects of work or financial cutbacks, and its hardships on social and economic life.	All	Student assessment of class presentation.	Sociology Economics

Social Studies

Course: U.S. HISTORY

Topic or Unit: NEW DEAL **Career Objective:** AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
147. Groups of students will write a play depicting a family in the depression facing job difficulties.	All	Product.	Language Arts

Social Studies

Course: U.S. HISTORY

Topic or Unit: PRE-WORLD WAR II **Career Objective:** AWARENESS, EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
148. Student will assume the role of a reporter and report either for a newspaper or radio, on some aspect of the war's development. What impact did the media have on attitudes about the war?	3	Teacher assessment of report.	Language Arts World History
149. In a essay, student will determine what limitations are placed on the media fields during war-time.	3	Teacher assessment of essay.	Government World History
150. Students will debate whether Hitler's dictatorship was beneficial or detrimental to the German workers' jobs and benefits.	All	Student critique of debate.	Speech World History Government

Social Studies

Course: U.S. HISTORY

Topic or Unit: COMMUNISM & CAPITALISM **Career Objective:** ATTITUDE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
151. Student will discuss how a career in farming would differ in communist and capitalist countries.	1	Teacher assessment of discussion.	Agriculture World History Government
152. Student will discuss how a factory worker's job would differ in Communist and Capitalistic countries.	2,10	Teacher assessment of discussion.	World History Government
153. Students will discuss how did the 5 year plans change the occupations of the farmers in Russia.	1,10 12, 15	Teacher assessment of group discussion.	World History Government
154. In an essay, student will analyze how those occupational changes, due to the 5 year plans, affect their life styles.	10,12, 15	Teacher assessment of product.	World History Government
155. In an essay, the student will take the profession of his choice and re-structure it according to communist principles, (workers rights, mobility, collective bargaining, education).	All	Teacher assessment of product.	Government Business Agriculture

Social Studies

Course: U.S. HISTORY

Topic or Unit: COMMUNISM & CAPITALISM **Career Objective:** AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
156. Small groups of students will discuss whether the political needs of a Communist country dictate the types of jobs available.	All	Teacher assessment of group discussions.	World History Government
157. In an essay, the student will analyze the role of government in communication and media in communist and capitalist societies.	3	Teacher assessment of product.	Journalism Language Arts Government
158. Invite a speaker from the FCC to speak about the role of the FCC and the government in communications and media in the U.S.	3	Teacher assessment of follow-up question and answer discussion period.	Language Arts Business Government

Social Studies

Course: U.S. HISTORY

Topic or Unit: CURRENT AFFAIRS **Career Objective:** AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
159. In class discussions, student will determine what happens to the job market during a recession.	All	Student assessment of class discussion.	Business Government
160. Student will compare previous recessions with the most recent recession to determine the condition and repercussion of them.	All	Teacher assessment of essay.	Business Government
162. Students will survey their neighborhood or community to determine how many people in the local area lost jobs during the recession.	All	Teacher and students assessment of surveys.	Government
163. Students will discuss whether there is discrimination against high school students trying to find work.	All	Teacher assessment, small group discussion.	All
164. Invite a local H.R.D. representative to discuss the uses of his department for employment and to familiarize students with its services.	All	Teacher assessment of follow-up question and answer period.	Government

Social Studies

Course: U.S. HISTORY

Topic or Unit: CURRENT AFFAIRS **Career Objective:** AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
165. Student will graph the growth of organized labor from 1880 to 1970, and will attempt to analyze the factors that influenced its growth.	All	Teacher assessment of graph and analysis.	Math
166. In a report student will analyze what effects Vietnam withdrawal had on the job market, unemployment rate, the economy, and work availability.	All	Teacher assessment of report.	Business Government
167. Student will analyze which jobs and careers would be most, least or unaffected by the current income tax rebate.	All	Teacher assessment of list.	Math Government
168. In a debate student will refute or support the statement, "War is good business", with reference to the labor force, unemployment, etc. during the Vietnam War.	All	Student assessment of debate. (rate and rank each debater).	Business

Social Studies

Course: U.S. HISTORY

Topic or Unit: CURRENT AFFAIRS **Career Objective:** AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
169. In a class discussion, student will assume the role of a Vietnam veteran returning to civilian life at the end of the war (career opportunities, difficulties in finding work, etc.)	All	Student assessment of class discussion.	Drama Government
170. Student will graph unemployment rate for last 50 years.	All	Teacher assessment of graph.	Math Government

Social Studies

Course: U.S. HISTORY

Topic or Unit: CURRENT AFFAIRS

Career Objective: KNOWLEDGE, SKILLS, ATTITUDE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
171. In an essay student will analyze whether welfare or a guaranteed minimum income would influence motivation to seek a job or to advance in one's current job.	All	Teacher assessment of essay.	Government
172. Students will graph increases in the yield per acre of farmland as a result of technological advances. He will analyze the impact of increased efficiency on the farmer's income, "job security", and the future implications of farming as a profession.	1	Teacher assessment of graph and analysis.	Math Agriculture

Social Studies

Course: U.S. HISTORY

Topic or Unit: CURRENT AFFAIRS **Career Objective:** EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
173. Student will discuss the current working conditions in the career of his choice in a totalitarian country.	All	Teacher assessment of discussion.	Government
174. In an outline students will choose one job field and trace wages over a certain time period to illustrate recent inflation.	All	Teacher assessment of the outline.	Math Government
175. Student will choose a career and estimate his wages and benefits in budget form for the livlihood of himself and his imaginary family.	All	Teacher assessment of budget.	Math Government
176. Students will discuss how Watergate might affect careers in Federal positions.	14	Teacher assessment of class discussion.	Government
177. In an essay the sutdnet will choose a public service career and trace it's development and changes, especially evaluating how circumstances in the country (scandal, war, depression) may have initiated change.	14	Teacher assessment of product.	Government

Social Studies

Course: U.S. HISTORY

Topic or Unit: CURRENT AFFAIRS **Career Objective:** EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
178. Student will show with graphs or charts the trends in employment from 1920-70 in professional, skilled, semi-skilled, unskilled and laborer categories.	All	Teacher assessment of charts.	Math Government
179. In a class discussion, student will explain how a rebate plan for car sales would affect all aspects of the automotive labor force.	2,10 12,15	Student assessment of class.	Voc. Classes Government
180. Student will list jobs that would be affected by an oil embargo.	10,12 15	Teacher assessment of list.	Voc. Classes Government
181. Group of students will survey local recreational facilities in their community to determine their needs. Students will draw up their own plan for improvements and submit it to the employees involved.	14,9	Student assessment of class presentation of list and meeting.	Science Government
182. Invite speaker from local H.R.D. office to speak on local unemployment problems.	All	Student assessment by teacher - developed speaker rating form.	All Government

Social Studies

Course: U.S. HISTORY

Topic or Unit: CURRENT AFFAIRS

Career Objective: EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
183. Student will determine whether the unemployment rate varies for minorities and will trace the rates back 100 years on charts or graphs.	All	Teacher assessment of product.	Geometry Math Government
184. Student will list the factors that explain why the unevmployment rate is higher for minorities.	All	Teacher assessment of list.	Government
185. Students will each choose one problem in their local city (slums, pollution, crime, unemployment) then interview the city employee involved in that area to determine what difficulties exist and how they are being resolved.	14	Teacher assessment of class presentation.	Business Government

Social Studies

Course: U.S. HISTORY

Topic or Unit: CURRENT AFFAIRS

Career Objective: EXPLORATION, CONTENT, SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
186. In an essay the student will compare and contrast current agricultural accomplishments, structrue and problems in the U.S. with those of the co-operatives in Sweden and Denmark.	1	Teacher assessment of essay.	Agriculture World History
187. Students will discuss the pros and cons of foreigh aid to a country in the form of money and food versus large scale training to develop self-sufficiency.	All	Teacher assessment group discussion.	Agriculture Government
188. Student will list a variety of careers and evaluate the degree of education or vocational training necessary for each.	All	Teacher assessment of list.	Government
189. In a class discussion, student will analyze how many careers from #186 above have increased educational or vocational qualifications in the past 10 years and will explain the reasons why or why not.	All	Student assessment of class discussion.	Government

Social Studies

Course: U.S. HISTORY

Topic or Unit: CURRENT AFFAIRS

Career Objective: EXPLORATION, CONTENT, SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
190. Groups of students will make a 2 week study of the stock market to correlate trends in the market with events occurring in the country and the world.	2	Teacher assessment of group study.	Business Math Government
191. Students will assume role of a job representative at a "Career Seminar" and present a talk promoting their particular career to the rest of class.	All	Student critiques of talks.	Speech

Social Studies

Course: U.S. HISTORY

Topic or Unit: MODERN U.S. TECHNOLOGY **Career Objective:** CAREER EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
192. Students will make a survey of their neighborhood or community to evaluate whether many people have lost jobs due to automation.	All	Teacher assessment of group survey.	Economics
193. Student will survey people in the community to determine how many are still in the same job field and will evaluate whether changes were due to technological refinement or advancement.	All	Teacher assessment of survey.	Science
194. In an essay, student will choose a career and project future ramifications 10,20 and 50 years from now.	All	Teacher assessment of essay.	Voc. Classes Home Economics Business
195. In group discussion, student will evaluate to what extent today's occupations are specialized, giving special attention to the career of his choice.	All	Student assessment of individual contributions in group discussion.	Business

Social Studies

Course: U.S. HISTORY

Topic or Unit: MODERN U.S. TECHNOLOGY **Career Objective:** CAREER EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
196. Take a field trip to a computer complex, an industry shich uses computers or a business or bank which has a computer.	2,3	Essay question: Have computers changed America's life style? If so, how?	Math
197. Write a short story about a future U.S. or World controlled or guided by computers.	2,3,7	How have computers affected other careers.	English Creative Writing Math Science
198. Arrange for students who are interested in data processing work to experience on-the-job observation in a computer firm.	2,3	Have students report back to class answering the questions: a. Why did they pick data processing? b. Have they changed their minds after the observation and why or why not?	English Creative Writing Math Science

Social Studies

Course: U.S. HISTORY

Topic or Unit: MODERN U.S. TECHNOLOGY **Career Objective:** CAREER EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
199. Bring into class a city manager, member of the Chamber of Commerce, or City Council member to discuss with students the plans for your city in the future, say, around the year 2000. How much change do they see for your city? How much of this change have they planned for?	14	Discussion or essay: If world population continues and industrilization with modern techniques reaches many of todays non industrial countries, could it be possible that only a few lucky people will be allowed to work. 1. If you had no work and only enough to survive what would you do.	English Creative Writing Math Science

Social Studies

Course: U.S. HISTORY

Topic or Unit: MODERN TECHNOLOGY **Career Objective:** KNOWLEDGE, SKILLS & ATTITUDE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
200. Students will work in groups to plan skits showing workers without sufficient skills (ex: waitress who cannot write).	All	Product (group skits)	Drama English
201. Student will take the career of his choice and trace its history from its beginning to its present statue, evaluating skills, education or training needed, expansion and increased complexity in a formal outline and oral presentation.	All	Students assess oral presentation on teacher-developed rating form.	Voc. Classes
202. Student will make a list of careers from most prestigrous to least, then explain his reasoning and attitudes.	All	Teacher assessment and small group discussion of lists.	Psychology
203. Students will make a survey of their neighborhood or community to evaluate whether many people have lost jobs due to automation.	All	Teacher assessment of group survey.	Economics

Social Studies

Course: U.S. HISTORY

Topic or Unit: ENVIRONMENT **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
204. In a report have students develop their own optimum city recreational plan. Determine jobs needed to make it work.	6,7,8, 9,14	Teacher assessment of report.	Horticulture P.E. Shop Art Home Economics
205. In an oral report sutdent chooses job from activity above (if possible, related to his career choice) and formulates his individual plan or program within the master plan.	6,7,8, 9,14	Students presents plan to rest of class who acts as planning commission or town meeting (can incorporate friction)	P.E., Art, Voc. Classes Home Economics

Social Studies

Course: U.S. HISTORY

Topic or Unit: ENVIRONMENT **Career Objective:** CAREER EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
206. For an oral report plan, students will interview teachers of various subjects used in recreational class to determine difficulties and solutions in developing a recreational plan.	6,7,8, 9,14	Teacher assessment of reports.	P.E., Art Voc. Classes Home Economics
207. Do library research about environmental abuses. Report on these in class. Bulletin board of map of national parks, forests, Indian Reservations.	6,7,9	Essay "If environment abuses are not stopped what would it be like to live in your section of the country in the year 2000"?	Ecology
208. Invite local soil conservation workers, forest rangers, and other conservation employees to speak about job opportunities in their fields.	6	From the guest speakers or from library assignments what kind of jobs are open or might become open in the field of environment control.	Agriculture
209. Read parts of The Sheep Look Up, by Brenner.	7	Book report - Evaluated by teacher.	Language Arts

Social Studies

Course: U.S. HISTORY

Topic or Unit: LABOR

Career Objective: CAREER AWARENESS, PREPARATION AND ATTITUDES

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
210. Students will discuss whether all workers regardless of their profession should have the rights of collective bargaining and striking.	All	Class discussion.	Business Vocational Arts
211. Students will assume the role of a labor leader in the career of his choice - what policies would best protect and benefit the workers in that job field.	All	Essay or creative writing (news or magazine articles).	Business Voc. Classes Arts

Social Studies

Course: WORLD HISTORY

Topic or Unit: RENAISSANCE **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
1. In an essay, student will evaluate the effect of the Renaissance on careers in science (expansion, complexity, training).	1,8,6, 11, 14	Teacher assessment of product.	Science
2. Students will discuss the impact of the Renaissance on changes in ways of making a living.	All	Teacher assessment of class discussion.	Economics

Social Studies

Course: WORLD HISTORY

Topic or Unit: GUILDS & TRADE UNIONS

Career Objective: CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
3. In an essay, the student will study the early guild systems and trace their evolution into trade unions.	All	Teachers assessment of product.	Business

Social Studies

Course: WORLD HISTORY

Topic or Unit: WORLD WAR II

Career Objective: CAREER AWARENESS

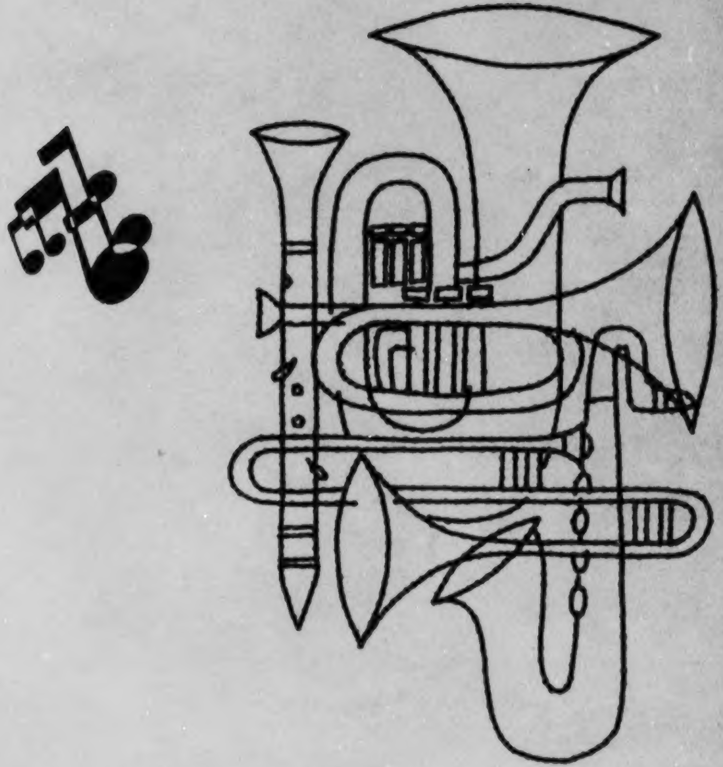
ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
4. Students will discuss in small groups what occupational needs would take priority in restoring a previously occupied country.	All	Teacher assessment of group discussion.	U.S. History

Social Studies

Course: WORLD HISTORY

Topic or Unit: 20TH CENTURY **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
5. In an essay, the student will evaluate how the common market has affected job opportunity in different member countries.	All	Teacher assessment of product.	Economics



Music

Music

Course: THEORY

Topic or Unit: WHERE MUSIC COMES FROM

Career Objective: CAREER PREPARATION AND KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
1. View film: Where Music Comes From and discuss career limitations of various instruments.	3,6,7, 9,10	Student demonstrate knowledge of instruments and their uses.	History Geography Language
2. View film: Ancient Greek notation and discover importance of early music careers.	3,6,7, 9,10	Students write about the expansion of music careers from early Greeks to present.	History Geography Language
3. Students build an instrument used in ancient times and build its modern relative.	3,4,5, 7,9,10	Successful playing and comparison of the two instruments.	Social Studies Math Art Mechanical Arts
4. Play home made instruments for school assembly.	3,4,5, 7,9,10	Audience critique	Social Studies Math Art Mechanical Arts
5. Guest speaker: What training is needed for a career in teaching music. What courses are offered in colleges in music. What opportunities are available for teaching music.	ALL	Students demonstrate knowledge of careers offered, working conditions, advancement and retirement.	ALL

Music

Course: THEORY

Topic or Unit: WHERE MUSIC COMES FROM

Career Objective: CAREER PREPARATION AND SKILLS AND ATTITUDE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
6. Build your own instruments from each major musical family and discuss how it is used in professional music.	3,4,6, 9,10 12	Demonstrate use of instruments successfully.	History Geography Language Math Science
7. Build the ancient and modern grand staffs and show how each could be used by the conductor of a symphony orchestra.	2,3,7, 10 12, 14	Students relate the pros and cons of using each staff.	History Geography Language Math Science
8. Construct the treble, bass and various "c" clefs and show how they are used by the modern professional composer.	2,3,7, 10,12, 14	Successful student demonstration.	Language Arts
9. Compose simple songs for your instrument using the various clefs.	2,3,4, 7,9,10 12,14	Show how these songs might be used by a film maker.	Language Arts Social Studies Math Science
10. Write each of the clef signs and their 2 names as they are used by the modern symphony orchestra muscian.	2,3,7, 10,12, 14	Students find examples in orchestra music	Language Arts Social Studies

Music

Course: THEORY

Topic or Unit: WHERE MUSIC COMES FROM

Career Objective: CAREER PREPARATION SKILLS AND ATTITUDE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
11. View film on the meaning of music and relate examples in film to background music used in film production.	All	Students show 3 concrete uses for each example on the film.	Language Arts Social Studies
12. Show how musical tone and noise differ; and how each is used to embellish stage and screen performances.	All	Students relate sound understanding of difference between good musical tone and noise.	Language Arts Social Studies Math Science

Music

Course: THEORY

Topic or Unit: WHERE MUSIC COMES FROM

Career Objective: CAREER PREPARATION AND SKILLS AND ATTITUDE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
13. Relate the lines of each clef to tones on the instrument you made. Show how they differ for different instruments and tell why it is important for the composer to know the differences.	2,3,7, 10,12, 14	Logical, correct student explanation.	Language Arts Social Studies
14. Relate the lines of each clef to tones on the instrument you made. Show how they differ for different instruments and tell why it is important for the composer to know the differences.	2,3,7, 10,12, 14	Logical, correct student explanation.	Language Arts Social Studies
15. Discuss the 4 properties of musical tone and tell how they are manipulated by the professional musician.	2,3,7, 10,12, 14	Students demonstrate on their own instruments.	Language Arts Social Studies
16. Given a particular note, show how it would be written and read by the violist, flutist, french hornist and coronetist.	1-15	Successful student demonstration	Language Arts Social Studies Math Science
17. Discuss the mathematical properties of pitch and the relationship of the mathematician to the musician.	All	Student explanation with proof.	Language Arts Social Studies Math Science

Music

Course: THEORY

Topic or Unit: WHERE MUSIC COMES FROM

Career Objective: CAREER PREPARATION AND SKILLS AND ATTITUDE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
18. Show how high and low tones are used to change mood in a film or t.v. show	All	Students give 6 examples of film changes from high to low tones, or vice versa, and tell how the mood was changed.	Language Arts Social Studies Math Science

Music

Course: THEORY

Topic or Unit: NOTE VALUES AND RHYTHMS

Career Objective: CAREER PREPARATION AND SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
19. Name the note and rest values in various meters and tell how they relate to the job of the school band director.	2,3,7 10,12 14	Students bring in and discuss music written in at least 5 different meters and how the meters make the music vary.	Language Arts Social Studies Math Science
20. Write music of your own in various meters and show how it would be used in a concert.	2,3,7, 10,12, 14	Correct use of note and rest values and logical demonstration of use of music.	Language Arts Social Studies Math Science
21. Given various measures with built in errors, show how these errors would hamper performance.	2,3,7, 10,12, 14	Correct resolution of errors.	
22. Conduct recordings of songs in various meters and tell how you would use them in a stage play.	2,3,7, 10,12, 14	Successful task completion and student explanation.	Language Arts Social Studies Math Science
23. Choose these meters and write 4 measures of each using different rythms in each measure. Tell how you would use those measures behind a film of a murder mystery.	2,3,7, 10,12, 14	Students will correctly write measures and show how they follow the murder mystery action.	Language Arts Social Studies Math Science

Music

Course: THEORY

Topic or Unit: NOTE VALUES AND RHYTHMS **Career Objective:** CAREER PREPARATION AND SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
24. Write 4 measures using divided beats which are different in each measure and discuss what problems divided beats offer to the conductor.	2,3,7, 10,12, 14	Students conduct accurately the measures they have written.	Language Arts Social Studies
25. Diagram several measures in different meters and include the divided beat as the performer would on first seeing the music.	2,3,7, 10,12, 14	Correct diagraming of the music.	Language Arts Social Science Math Science
26. Write four measures using triplets as though you were writing a march.	2,3,7, 10,12, 14	Usable march melody and rythm, correct metering.	Language Arts Social Studies Math Science
27. Write four measures using dotted rythms as they would be used in a rock composition.	2,3,7, 10,12, 14	Correct number of beats in each measure. Good melodic design.	Language Arts Social Studies Math Science
28. Given several examples, break several groups of notes into measures and determine the meter . Decide what kind of composition each group of notes might be used .	2,3,7, 10,12, 14	Accurate diagnosis	Language Arts Social Studies Math Science

Music

Course: THEORY

Topic or Unit: NOTE VALUES AND RHYTHMS **Career Objective:** CAREER PREPARATION AND SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
29. Find an example of each meter you have studied and tell how it is used by the composer.	All	Successful student evaluation of waltzes, and marches, etc.	Language Arts Social Studies Math Science
30. Clap the various rythms you have studied as you would if you were teaching a group of new music students.	2,3,7, 10,12, 14	Accurate task completion and student explanation.	Language Arts Social Studies Math Science
31. Clap examples of notation using ties, dotted rythms, beams, triplets, duplets, fumatas, etc. Assuming that you are teaching 6th grade instrumental music.	2,3,7, 10,12, 14	Sound rythmic pulse, obvious use of each type of notation.	Language Arts Social Studies Math Science

Music

Course: THEORY

Topic or Unit: INTERVALS

Career Objective: CAREER PREPARATION AND SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
32. You are a composer. Play and sing the intervals of your latest composition.	1,2,3,5, 6,7,8,9, 10,11,12 14,15	Accurate pitch control.	Language Arts Social Studies Math Science
33. Notate several intervals as you might have your college theory class do.	2,3,7, 9,12, 14	Correct notation.	Language Arts Social Studies Math Science Art
34. Explain the mathematical relationship between the various intervals and how they would be important to the accoustical engineer.	All	Mathematical correct explanation.	Language Arts Social Studies Math Science
35. You are a piano tuner. Explain how many half stops between intervals of 2nd,3rd,4th,5th, etc. And how they affect your work.	2,3,7, 9,12, 14	Meaningful student explanation with mathematical accuracy.	Language Arts Social Studies Math Science
36. Tell how to invert an interval, what new interval is created and how this technique is used by the improvisational musician.	2,3,7, 9,12, 14	Correct inversion of intervals and explanation of use.	Language Arts Social Studies Math Science

Music

Course: THEORY

Topic or Unit: INTERVALS

Career Objective: CAREER PREPARATION AND SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
37. Explain how a perfect interval is important to a composition.	All	Correct student identification and explanation of the perfect interval.	Language Arts Social Studies Math Science
38. Write and sing several perfect intervals as though you were teaching a composition class.	All	Correct notation and accurate singing of intervals.	Language Arts Social Studies Math Science
39. Guest speaker: An expert on composition tells how intervals are used in standard composition.	All	Comparison of the expert's conclusions with those previously reached by the class.	Language Arts Social Studies Math Science
40. Relate simple intervals to famous works of the masters and explain how simplicity is used in composition design.	All	Accurate student evaluation of the use of intervals by the experts.	Language Arts Social Studies Math Science
41. Find a popular song that begins with each of several intervals. What feeling did the composer set in the minds of listeners with the use of each interval?	All	Students find at least 6 examples.	Language Arts Social Studies Math Science

Music

Course: THEORY

Topic or Unit: INTERVALS

Career Objective: CAREER PREPARATION AND SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
42. Choose a popular melody and name all of the intervals that make it up. Does the composer need great variety to be successful?	All	Mathematical accuracy and accurate student assessment.	Language Arts Social Studies Math Science
43. Teach the class how whole steps and half steps are arranged on the piano keyboard.		Correct response from other students when questioned about whole steps and half steps.	Language Arts Social Studies Math Science
44. Teach the class the mathematical relationship of the notes in the diatonic scale.		The class will write original melodies based on the student's teaching.	Language Arts Social Studies Math Science

Music

Course: THEORY

Topic or Unit: INTERVALS **Career Objective:** CAREER PREPARATION AND SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
45. Guest speaker: How the piano works, how it is constructed, how it is maintained.	2,3,4 5,6,7 8,9,10 12,14 15	Students draw plans for a piano including all moving parts and their function.	Language Arts Social Studies Math Science
46. Students name the keys on the piano keyboard shown in their design.	2,3,7 10,12 14	Correct usage.	Language Arts Social Studies Math Science
47. View film: The Piano	2,3,4 5,6,7, 8,9,10 12,14, 15	Students evaluate their work in 45 & 46 on the basis of the knowledge gained from the film.	

Music

Course: THEORY

Topic or Unit: MAJOR SCALES - THE FLAT KEYS

Career Objective: CAREER PREPARATION AND SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
48. Read and play a simple piece on the piano which is suitable as a vocal accompaniment.	2,3,7, 10,12, 14	Class sings while the student plays.	Language Arts Social Studies Math Science
49. Write 3 songs in different keys for a clarinetist.	2,3,7, 10,12, 14	Clarinet demonstration.	Language Arts Social Studies Math Science
50. Improvise 3 songs in various keys as you would for film background music.	2,3,7, 10,12, 14	Student interpretation and response.	Language Arts Social Studies Math Science
51. Teach the class to read the key signatures. Assume you are teaching Jr. Hign Band.	2,3,7, 10,12, 14	Clear, vivid presentation.	Language Arts Social Studies Math Science
52. Teach your band the circle of 5th's for all keys.	2,3,7, 10,12, 14	Detailed students response to prove understanding. Students draw their own circle of 5th's.	Language Arts Social Studies Math Science

Music

Course: THEORY

Topic or Unit: MAJOR SCALES - THE FLAT KEYS **Career Objective:** CAREER PREPARATION AND SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
53. Teach the class to write the key signatures for scales you name.	2,3,7, 10,12 14	Accurate placement of sharp signs on staff paper.	Lanuguae Arts Social Studies Math Science
54. Teach the class how to figure the number of sharps or flats in a given key signature.	2,3,7, 10,12 14	Correct mathematical interpretation.	Language Arts Social Studies Math Science
55. Compose a song for the flute in the key with no flats or sharps.	2,3,7, 10,12 14	Logical notation in the key of C.	Language Arts Social Studies Math Science
56. Discover how a pianist builds scales on each key note of the piano.		Accurate mathematical calculation.	Language Arts Social Studies Math Science
57. Teach your high school choir to sing the major scales.	2,3,7, 10,12 14	Successful student demonstration.	Language Arts Social Studies Math Science

Music

Course: THEORY

Topic or Unit: MAJOR SCALES - THE FLAT KEYS **Career Objective:** CAREER PREPARATION AND SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
58. Write the steps of various scales in random order for the violin.	2,3,7, 10,12, 14	Accurate notation.	Language Arts Social Studies Math Science
59. Teach the piano student to play the scales on the piano.	2,3,7, 10,12, 14	Students play the scales correctly.	Language Arts Social Studies Math Science
60. Sing only the active tones of 5 scales as your choir would for a warm-up exercise.	2,3,7, 10,12	Students note the tendancy of the notes to want to move.	Language Arts Social Studies Math Science
61. Write the rest tones of 5 scales for the oboe.	2,3,7, 10,12, 14	Students note a back of movement, tension, in the tones.	Languages Arts Social Studies Math Science
62. Discuss the difference between active and rest tones and their purposes as though you were teaching a high school theory class.	2,3,7, 10,12, 14	Students find practical use for both kinds of tones.	Language Arts Social Studies Math Science

Music

Course: THEORY

Topic or Unit: MAJOR SCALES - THE FLAT KEYS **Career Objective:** CAREER PREPARATION SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
63. Write and resolve several active tones in various keys as though you were composing for the trombone.	2,3,7, 10,12, 14	Accurate choice of tones and notation.	Language Arts Social Studies Math Science
64. Write a film accompaniment for a mystery and indicate the active tones.	2,3,7, 10,12, 14	Students play the composition.	Language Arts Social Studies Math Science
65. Sing an improvised song and have other students point out the rest tones.	2,3,7, 10,12, 14	Student discussion and proof.	Language Arts Social Studies Math Science

Music

Course: THEORY

Topic or Unit: MAJOR SCALES — THE FLAT KEYS **Career Objective:** CAREER PREPARATION — SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
66. Play notes on the piano while reading them from staff notation.	2,3,7, 10,12, 14	Successful completion.	Language Arts Social Studies Math Science
67. Compose simple songs.	2,3,7, 10,12, 14	Successful completion.	Language Arts Social Studies Math Science
68. Notate your own songs.	2,3,7, 10,12, 14	Successful completion.	Language Arts Social Studies Math Science
69. Learn how to name the flat keys by reading the key signature.	2,3,7, 10,12, 14	Correct evaluation.	Language Arts Social Studies Math Science
70. Learn the circle of fifths for flats.	2,3,7, 10,12, 14	Understanding of fifth relationship.	Language Arts Social Studies Math Science

Music

Course: THEORY

Topic or Unit: MAJOR SCALES - THE FLAT KEYS **Career Objective:** CAREER PREPARATION AND SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
71. Name scales and write their key signatures.	2,3,7, 10,12, 14	Successful completion and student explanation.	Language Arts Social Studies Math Science
72. Name key signatures and write the number of the flats.	2,3,7, 10,12, 14	Successful completion and student explanation.	Language Arts Social Studies Math Science
73. Construct scales beginning on various notes.	2,3,7, 10,12,	Successful completion and student explanation.	Language Arts Social Studies Math Science
74. Sing the major flat scales.	2,3,7, 10,12,	Successful completion and student explanation.	Language Arts Social Studies Math Science

Music

Course: THEORY

Topic or Unit: MAJOR SCALES — THE FLAT KEYS **Career Objective:** CAREER PREPARATION — SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
75. Sing the steps of various flat scales in random order.	2,3,7, 10,12, 14	Successful completion and student evaluation.	Language Arts Social Studies Math Science
76. Play the major flat scales on the piano.	2,3,7, 10,12, 14	Successful completion and student explanation.	Language Arts Social Studies Math Science
77. Play only the active tones of various scales.	2,3,7, 10,12, 14	Successful completion and student explanation.	Language Arts Social Studies Math Science
78. Play only the rest ones of various flat scales.	2,3,7, 10,12, 14	Successful completion and student explanation.	Language Arts Social Studies Math Science
79. Discuss the difference between octave and rest tones and their purposes.	2,3,7, 10,12, 14	Through discussion and understanding.	Language Arts Social Studies Math Science

Music

Course: THEORY

Topic or Unit: MAJOR SCALES - THE FLAT KEYS **Career Objective:** CAREER PREPARATION AND SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
80. Assume you are a professional guitar player. Choose 5 active tones in each of 4 different keys and resolve them.	2,3,7 10,12, 14	Demonstrate the resolutions for the class.	Language Arts Social Studies Math Science
81. You are a composer. Write the active tones for 5 different flat keys upon which you intend to base compositions.	2,3,7, 10,12, 14	Accurate notation proved by student demonstration.	Language Arts Social Studies Math Science
82. If you were a professional musician, what tones would be the rest tones for the active tone in #80. Write them.	2,3,7, 10,12 14	Correct notation	Language Arts Social Studies Math Science

Music

Course: THEORY

Topic or Unit: MINOR SCALES

Career Objective: CAREER PREPARATION AND SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
83. Teach the class the difference between relative, tonic, harmonic and melodic minors; and demonstrate their uses in composition and performance.		Write, play and give a thorough explanation of the minor scales and their uses.	
84. Teach the formulae for naming the minor scales.		Accurate mathematical representative.	

Music

Course: THEORY

Topic or Unit: MINOR SCALES **Career Objective:** CAREER PREPARATION SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
85. Learn the difference between the relative minor and the tonic minor.	2,3,7, 10,12, 14	Write and play several scales.	Language Arts Social Studies Math Science
86. Learn the pattern of the natural, harmonic and melodic minor.	2,3,7, 10,12, 14	Write and play various minor scales.	Language Arts Social Studies Math Science
87. Discover the formula for naming the minor keys.	2,3,7, 10,12, 14	Student understanding and successful notation.	Language Arts Social Studies Math Science
88. Write the key signatures for the minor scales.	2,3,7, 10,12, 14	Students understanding successful notation.	Language Arts Social Studies Math Science
89. Build various minor scales on the piano.	2,3,7, 10,12	Student understanding and successful notation and successful playing.	Language Arts Social Studies Math Science

Music

Course: THEORY

Topic or Unit: MINOR SCALES **Career Objective:** CAREER PREPARATION SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
90. Notate the scales you have built.	2,3,7, 10,12, 14	Successful notation.	Language Arts Social Studies Math Science
91. Sing various minor scales.	2,3,7 10,12, 14	Successful completion of task.	Language Arts Social Studies Math Science
92. Tell how they differ from major scales.	2,3,7, 10,12, 14	Student evaluation and interpretation.	Language Arts Social Studies Math Science
93. Write the active and rest tones for several minor scales.	2,3,7, 10,12, 14	Successful completion of task.	Language Arts Social Studies Math Science
94. Resolve the active tones.	2,3,7, 10,12, 14	Successful task completion.	Language Arts Social Studies Math Science

Music

Course: THEORY

Topic or Unit: MINOR SCALES **Career Objective:** CAREER PREPARATION SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
95. Compose and notate your own song in a minor key.	2,3,7, 10,12, 14	Successful task completion.	Language Arts Social Studies Math Science
96. Describe the characteristic quality of the song.	2,3,7, 10,12, 14	Through student discussion.	Language Arts Social Studies Math Science

Music

Course: THEORY

Topic or Unit: CHORD CONSTRUCTION **Career Objective:** PREPARATION & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
97. Build warm-up exercises for your choir based on the major chorals of three different major scales.		Mathematical accuracy	
98. You are a jazz musician. Improvise a melody around chorals played by the teacher.		Accurate notation	
99. If you were a choral director, how would you demonstrate ancient notation at your choir?		Complete, well organized demonstration.	
100. View film on the history of notation.		Compare work in 101 with the film.	
101. Teach an elementary school class to clap rythm of the melody while you play chorals.		Student proof of understanding through accurate response.	

Music

Course: THEORY

Topic or Unit: CHORD CONSTRUCTION

Career Objective: PREPARATION SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
102. Write chords on all steps of the major scales.	2,3,7, 10,12, 14	Successful task completion.	Language Arts Social Studies Math Science
103. Write chords on all steps of the minor scales.	2,3,7, 10,12, 14	Successful task completion.	Language Arts Social Studies Math Science
104. Write a simple song in a major key using simple chord accompaniment.	2,3,7, 10,12, 14	Student evaluation and performance.	Language Arts Social Studies Math Science
105. Write a simple song in a minor key using simple chord accompaniment.	2,3,7, 10,12 14	Student evaluation and performance.	Language Arts Social Studies Math Science
106. Play 15 and 16.	2,3,7, 10,12, 14	Student evaluation and performance.	Language Arts Social Studies Math Science

Music

Course: THEORY

Topic or Unit: CHORD CONSTRUCTION

Career Objective: PREPARATION AND SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
107. Sing 15 and 161	2,3,7, 10, 12, 14	Student evaluation and performance	Language Arts Social Studies Math Science
108. While the teacher plays a chord, write the notes being played.	2,3,7,	Successful completion of task.	Language Arts Social Studies Math Science
109. Demonstrate ancient systems of notation.	2,3,7 10,12 14	Student discussion and proof.	Language Arts Social Studies Math Science
110. Film on the history of notation.	All	Student discussion and proof.	Language Arts Social Studies Math Science
111. Clap melody patterns over chords being played.	2,3,7 10,12, 14	Successful completion of task.	Language Arts Social Studies Math Science

Music

Course: THEORY

Topic or Unit: CAREERS IN MUSIC

Career Objective: CAREER PREPARATION AND AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
112. If you were a music teacher, where would you take your students to hear music?		Student evaluation, logical discussion and conclusion.	
113. Suppose you are promoting music, as a teacher, at a P.T.A. meeting; Explain the importance of music in the aesthetic development of the individual.		Persuasive presentation.	
114. You are an accoustical engineer, How will you use music in industry?		10 credible examples with illustrations.	
115. You are the president of a large corporation, How does the music affect job performance among your employees?		Logical presentation and conclusions.	
116. You are an entertainment producer, How will you use music?		20 concrete examples.	

Music

Course: THEORY

Topic or Unit: CAREERS IN MUSIC

Career Objective: CAREER PREPARATION AND AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
117. Discover how music is related to mathematics.	All	Students evaluation, logical discussion, conclusion and proof.	Language Arts Social Studies Math Science
118. View film of the history of music.	All	Students determine the relationship between the history of man and the development of music.	Language Arts Social Studies Math Science
119. Discuss the role of music in history.	All	Discuss and decide whether or not music has a concrete value to man as a real part of his total development.	Language Arts Social Studies Math Science

Music

Course: THEORY

Topic or Unit: CAREERS IN MUSIC

Career Objective: CAREER EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
120. Study the work of an acoustical engineer.	All	Determine the relationship between acoustics and success in business, industry and medicine.	Language Arts Social Studies Math Science
121. Attend concerts of various musical groups.	All	Students discussion, evaluation and proof.	Language Arts Social Studies Math Science
122. Discuss the advantages and disadvantages of music as a career.	All	Convincing conclusions as to the pros and cons of music as a career.	Language Arts Social Studies Math Science
123. Visit a college music department to see what courses are taught.	All	Are these enough to produce a qualified musician? What areas are weakly taught?	Language Arts Social Studies Math Science
124. Determine how music is related to careers such as engineering, medicine, personnel management and related education fields.	All	Concrete, provable conclusions.	Language Arts Social Studies Math Science

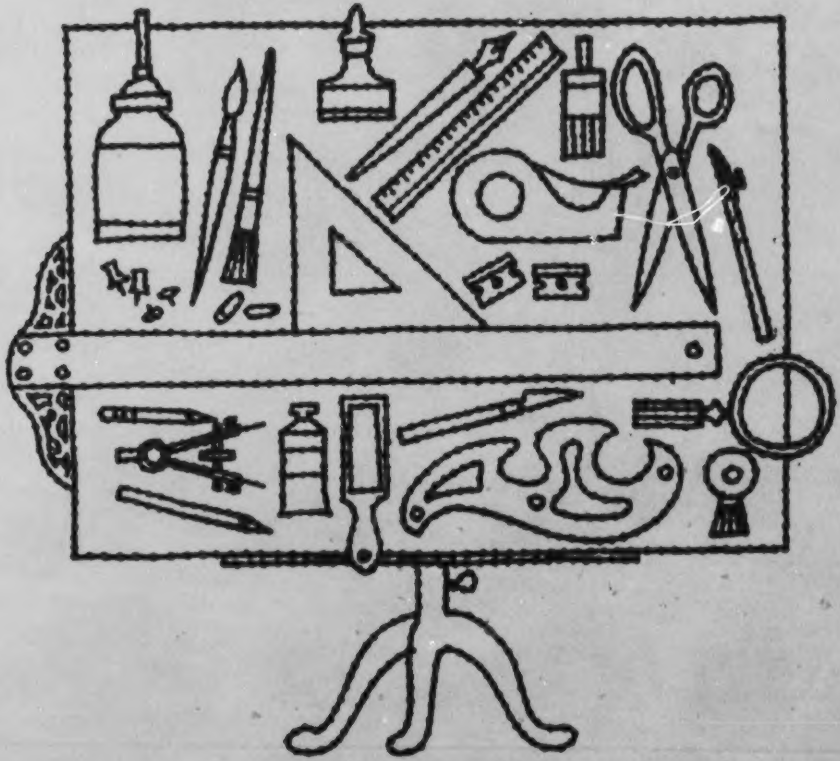
Music

Course: THEORY

Topic or Unit: CAREERS IN MUSIC

Career Objective: CAREER PREPARATION AND AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
125. List the various places music can be found.	All	Students evaluation, logical discussion and conclusion.	Language Arts Social Studies Math Science
126. Discover the importance of music in aesthetic development of the individual.	All	Students discussion, evaluation and proof.	Language Arts Social Studies Math Science
127. Discuss how music is used in industry.	All	Students evaluation, logical discussion and conclusion.	Language Arts Social Studies
128. Relate background music to psychology of job performance.	All	Student evaluation, logical discussion and conclusion.	Language Arts Social Studies Math Science
129. Tell how music is used in entertainment	All	Students evaluation, logical discussion and conclusion.	Language Arts Social Studies Math Science



Art

Art

Course: GENERAL ART

Topic or Unit: VISUAL COMMUNICATIONS

Career Objective: CAREER PREPARATION AND SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
1. Design labels for cans of various food products.	5,7,12	a. Design quality b. Appropriate use of color c. Appropriateness of media	Home Economics
2. Develop a visual advertisement for a consumer product.	3,5,10	a. Acceptable level of craftsmanship b. Appropiate design c. Understanding of conflict	
3. Take the product through the design stages of manufacturing from rough sketch to mock-up.	5,10	a. Written report listing the steps illustrated. b. Appropriate level of craftsmanship c. Functional design qualities	
4. Create a series of technical illustrations for the above product.			
5. Make a picture dictionary of career related terms.	5,10	a. Accuracy of drawings b. Use of appropriate drawing media c. Clarity	
6. Make architects models of a home and as a class project use several of these to make a model of a planned community.	4,6,14 15	a. Skill in construction of model b. Cooperation with others in group	
7. Use drawings to make a visual report on school activities, field trips or family vacations.			

Art

Course: GENERAL ART

Topic or Unit: VISUAL COMMUNICATIONS **Career Objective:** CAREER PREPARATION AND SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
8. Design and render a trademark for a company or business or an office.	All	Evaluation of quality of work.	Language Arts
9. Construct models showing transportation through the ages.	15	Craftsmanship of product.	Industrial Arts History
10. Design and paint a business sign.	All	Craftsmanship.	Industrial Arts History
11. Design a display for a local fair showing products of the community.	1,3,7	Craftsmanship and relevance to assignment.	Social Science Shop
12. Make drawings of tools and equipment used in various trades.	All	Accuracy of drawing.	Voc. Classes
13. Illustrate a book or story.	3	Teacher evaluation of relevance to story.	English
14. Make a cartoon poster illustrating an important concept for your math or science class.	3	Accuracy of illustration to concept illustrated.	Math Science
15. Construct a relief map of your state or local county indicating the locations of major resource oriented careers.	1,6,10, 11,12	Teacher evaluation of project.	Geography Science Agriculture

Art

Course: GENERAL ART

Topic or Unit: VISUAL COMMUNICATIONS **Career Objective:** CAREER PREPARATION AND SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
16. Develop a media-resource center or class to produce are-related materials for other subjects.	3,7	1. Evaluation of completed assigned problems. 2. Skill and crapfsmanship.	All
17. Participate with a student interested in a science career by making visual displays for a science exhibit.	6,7,8, 11	1. Visual impact of display. 2. Design relevance to concept.	Science
18. Design, layout and render a comic book or strip illustrating a career choice.	All	Effectiveness of communication and craftsmanship.	English
19. Develop a pictorial advertising campaign to be printed in a school newspaper.	2,3,12	1. Effectiveness of campaign 2. Design/concept.	English Business
20. Construct a game, gameboard and accessories - subject - "What will I be?".	All	1. Is game functional? 2. Well designed? 3. Fun to use?	Guidance
21. Design and render a greeting card.	3,7,9	1. Pleasing Design 2. Relevent test or copy?	Business
22. Illustrate an instruction booklet for a new product.	10,12	Relevance of Illustraton to copy. Accuracy and clarity of drawing. Concise instructions.	Business Journalism

Art

Course: GENERAL ART

Topic or Unit: VISUAL COMMUNICATIONS

Career Objective: CAREER PREPARATION AND SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
23. Make exterior drawings of a number of different styles of homes or buildings.	4	Accuracy of drawing. Proper order of styles. Clear understanding of visual difference.	Industrial Art
24. Draw a series of visual aids showing the steps in the construction of a house.	4,7	Neatness and accuracy Relevant order Understandable illustration	Drafting

Art

Course: GENERAL ART

Topic or Unit: VISUAL COMMUNICATIONS **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
25. Compile a list of items that students come in contact with every day that show the work of an artist or designer.		1.Compile a list of 10 items 2.Design elements must be predominate	All
26. Design a building, trademark and advertising program for a new fastwood franchise. Render models, etc.		1.Quality of concept 2.Uniqueness of design 3.Craftsmanship	Home Economics Journalism
27. Design and render safety posters for industrial arts or science clubs.		1.Usefulness of product 2.Pleasing design and quality	Science Industrial Arts
28. Students survey of community or neighborhood to find local attitude about art and its importance.		1.Interview of 10 people using prepared questionaire 2.Written report of results	English Social Science Journalisim
29. Create a college from photos or drawings of the day in the life of a workman.		1.Pleasing Design 2.Appropriateness of selected materials. Craftsmanship	Sociology
30. Paint a mural representing people in the roles of producers and consumers.		1.Quality of work 2.Appropiateness of copy 3.Relevance of visual to verbal material	Social Science Language Arts
31. Design and produce games and gameboards about jobs for elementary schools students.		Teacher evaluation of relevance to career and craftsmanship	All

Art

Course: GENERAL ART

Topic or Unit: VISUAL COMMUNICATIONS

Career Objective: CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
32. Illustrate, layout and produce career pamphlets for use in other classes or in lower grades.	7	Teacher evaluation of product.	
33. Create a bulletin board or display a advertising a product or a career.	All	Effectiveness of communication and craftsmanship.	

Art

Course: GENERAL ART

Topic or Unit: COLOR AND DESIGN

Career Objective: CAREER AWARENESS & PREPARATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
34. Select a career in art from a prepared list and prepare an example of the kind of work done in that area.	3,7	Class discussion and teacher evaluation.	Economics Sociology
35. Design and render a record album cover.	3,7,9, 12	1. Design and concept relate. 2. Quality of work.	Business Music
36. Taking a number of commercial products the student will be able to mix colors to match the colors used in them.	3,5,7, 9,12	Comparison of colors mixed to objects used.	Business Science
37. Design a label for a commercial product, analyze the product and type of packaging that would be most effective.	3,5,7,	1. Appropriate design and craftsmanship. 2. One page written report defending the design.	Business English
38. Prepare a water color sketch of a landscape design.	1,5,7	1. Have it evaluated by landscape architect. 2. Quality of workmanship.	Agriculture Business
39. Make a repetitive design suitable for a fabric or wallpaper design.	5,7	1. Use design in fabric or wallpaper and use it. 2. Design concept as related to personal taste.	Home Economics

Art

Course: GENERAL ART

Topic or Unit: COLOR AND DESIGN

Career Objective: CAREER AWARENESS, PREPARATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
40. Hand letter the alphabet with pen and ink. Create a design using letters.	2,3,7, 12	1. Good lettering technique. 2. Pleasing design.	Business
41. Design a visual display illustrating a individual career choice, using knowledge of color and design.	All	1. Use of color and design theory. 2. Craftsmanship 3. Class discussion	English Business
42. Lecture and discussion of color theory and color around us.	All	Teacher assessment of product.	Psychology
43. Discuss properties of pigment and light in color theory.	1,7,10	Teacher test.	Science
44. Complete a color wheel using only the three primary colors.	7,9	Student evaluation will indicate understanding, complementary colors and show primary, secondary and tertiary colors.	Science

Art

Course: GENERAL ART

Topic or Unit: PRINTMAKING

Career Objective: CAREER PREPARATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
45. Study examples of fabric that the design elements show that the fabrics might have been block printed.	5,7	1. Class discussion 2. Written report with fabric samples	Home Economics Business
46. Study illustrations in old books and magazines to determine the types of print (wood block, engraving, lithograph, etc).	3,7	1. Teacher test on types of prints. 2. Oral report on one printmaking technique.	English
47. Make a design and render it in a block print, a silkscreen and another printmaking technique, compare and contrast results.	3,7	Compare and contrast results in class discussion.	Business

Art

Course: GENERAL ART

Topic or Unit: PRINTMAKING **Career Objective:** CAREER PREPARATION.

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
48. Arrange an exhibit of fine prints for study.	7	The students will identify the different kinds of prints in the exhibit.	Business Home Economics
49. Visit fine art printing studio and a commercial printing shop.	3,7	Write a comparison of similarities and dissimilarities.	Business English

Art

Course: GENERAL ART

Topic or Unit: PROFESSIONAL ARTISTS ACTIVITIES AS RELATED TO CAREERS IN ART **Career Objective:** CAREER PREPARATION, SKILLS AND KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
50. List the different kinds of professional artists, each student to select an example of work by one, and copy it or re-interpret it.	3,7	1. Appropriate technique and media. 2. Verbal defense of rationale. 3. Class critique.	History Business
51. Find pictures in magazines of examples of work by professional artists and make a collage using them.	3,7	1. Good craftsmanship 2. Design and concept 3. Appropriate use of materials.	Business
52. Make a filmstrip or a collection of slides to demonstrate a technique or use of a particular medium.	3,7,14	1. Camera technique 2. Appropriate order 3. Easily understandable	English
53. Make wall charts and other visual aids for teachers in other subject areas.	3,7,14	1. Does it do the job? 2. Relevance of design to subject. 3. Craftsmanship.	All
54. Find a public building or an office containing examples of art work and interview the person in charge.	2,7	Written report on rationale for art in public buildings of that individual	English
55. Select one aspect of commercial art and report on the skills needed to obtain that job.	3,7	1. List of 10 necessary skills. 2. Where to acquire skills. 3. Where job is abailable locally.	English

7J5

7J6

Art

Course: GENERAL ART

Topic or Unit: INTRODUCTION TO ART CAREERS **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
56. Select a career in an art related field. List the art skills necessary for that job.	7	1. Compile a list of 10 careers and education of requirements. 2. Written report on one of these careers. 3. Class discussion	English Business
57. In a class discussion and through research, compile a list of jobs where art related skills are necessary or helpful.	ALL	From a list of careers select one and report orally to the class on the availability of jobs in that field.	Social Science Business
58. Go to an employment agency to find the number of local job openings in art related fields.	2,3,7, 14	1. Compile a list of available jobs. 2. Seek out and interview at least one employer and report the interview.	English
59. Make hand puppets, puppet stage and write a script about careers to be performed for elementary schools.	ALL	Craftsmanship of puppets, appropriateness of script and evaluation of performance.	Language Arts Drama
60. Create a self portrait showing self involved in a career of your choice.	ALL	1. Class critique of drawings. 2. Appropriate technique. 3. Good presentation of finished work	ALL

Art

Course: GENERAL ART

Topic or Unit: INTRODUCTION TO ART CAREERS **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
61. Students select an art related career and design a test that could be used to examine an applicants skills for the job (this necessitates knowledge on the students part of the necessary skills involved.)		1. Asks appropriate questions 2. tests necessary skills 3. functional form	
62. Create mobils showing various jobs in each element of a career cluster.		1. design and concept 2. craftsmanship	
63. Student survey of business, galeries, museums, etc. to find the number of art related jobs in the community.		1. written report listing the business etc. 2. interview with person involved with one of them.	
64. Write a report on what you would expect to get from an art career.		1. List of expected pay and working conditions. 2. list skill and knowledge required for the job.	
65. Evaluate your art skills and list the art careers you could pursue with those skills.		use a teacher's prepared self assessment form.	
66. List the tools and media used in art and list other careers that make use of these tools in their work.		written report.	

Art

Course: GENERAL ART

Topic or Unit: INTRODUCTION TO ART CAREERS **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
67. Select a consumer item at random and discover how many art related careers were or could be involved in it from production to consumer sale.		1. Write letters to manufacturers, distributers, etc. 2. compile a report from these letters.	English Business Journalisim Industrial Arts

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Art

Course: CRAFTS

Topic or Unit: INTRODUCATION TO CRAFTS ACTIVITIES AS RELATED TO CAREERS IN ART

Career Objective: CAREER AWARENESS, PREPARATION, KNOWLEDGE AND SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
1. Student collects art works from fellow students and friends and places them in businesses to sell (act as an agent).	2,5,7,	1. Good presentation of work. 2. Good selection of quality work. 3. Profit margin.	Business
2. Investigate for class project the possibilities of students offering instruction on season oriented crafts (Christmas decorations, etc.)	7,14	1. List of appropriate kinds of projects 2. Places where services would be appropriate.	Business
3. In class discussion, list a number of items that could be hand made by the students and sold for a profit.	2,5,7	1. List appropriate items for sale. 2. List possible places to sell the items.	Business
4. Each student selects one item and researchs material cost, possible selling price and profit margin.	2,5,7	Oral presentation to class of research results.	English Math Business
5. Work in small groups to manufacture and sell selected items.	2,5,7 10,12	1. Quality of work. 2. Sales results. 3. Profit/Loss.	Math Business
6. Develop an advertising campaign for Number 5. Make a graph to show improvement or decline of sales.	2,5,7, 10,12	Oral report of results.	Math Business Speech

Art

Course: CRAFTS

Topic or Unit: CERAMICS—ACTIVITIES AS RELATED TO CAREERS IN CERAMICS **Career Objective:** CAREER EXPLORATION, PREPARATION, SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
7. Visit a ceramic shop. See career possibilities and kinds of objects made.	2,7,13	List careers. List kinds of objects.	Business
8. Using a functional (commercial) ceramic object as a model, redesign it in a way that makes it more pleasing to you.	10	1. Form suited to function 2. Tasteful design	Business
9. Make a plaster of paris mold of an object and use it to slip cast several copies.	10	1. Mold making technique 2. Suitable design for mold 3. Quality of workmanship	Shop Business
10. Use hand building techniques to make a matched set of functional objects (tea set, chess set, etc.).	7,10	1. Form suits function 2. Design and concept 3. Craftsmanship	Voc. Classes
11. Make ceramic figurines to illustrate different kinds of jobs to display to an elementary school classes.	7,14	1. Use of ceramic technique 2. Design/concept 3. Response of viewers	Education
12. Demonstrate to an elementary class how to make a simple hand-built form.	7,14	Evaluation of student work.	Education
13. Vary the proportions of the glazes and make test tiles of results.	1,7,9, 10	List proportions of glaze materials and include with test tiles.	Math Science

Art

Course: CRAFTS

Topic or Unit: CERAMICS-ACTIVITIES AS RELATED TO CERAMICS AS A CAREER

Career Objective: CAREER PREPARATION, KNOWLEDGE, AWARENESS AND SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
14. Discuss the kinds of objects made of ceramic materials. Show examples of some.	1,4,7, 10	List five objects and their uses.	Business Shop
15. Show examples of the ceramic process, showing steps from clay as a plastic medium to glazed, vitreous pieces. Describe firing process.	1,7,10	List the steps and describe processes.	Business
16. Discuss glazes, compositions, purpose and theory.	1,7	List materials and composition of a typical glaze.	Science Math
17. Arrange an art exhibit of ceramic objects made by the students.	7,9	1. Quality of workmanship 2. Use of appropriate technique	Business
18. Small group work, using factory type ceramic production techniques. Make a simple ceramic object and sell it.	2,3,5 7,12	Response of consumer to product.	Business Math Science

Art

Course: DESIGN

Topic or Unit: CAREERS INVOLVING THE USE OF DESIGN **Career Objective:** CAREER AND SKILL PREPARATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
Designers in Engineering			
1. As a designer, take an everyday object (bottle, container, etc.) and redesign it to be more functional and aesthetically pleasing.	2,4,7, 5,10,12	Teacher evaluation Is form functional? Does design meet set requirements.	Consumer Ed.
2. As a designer or engineer, take a flat piece of paper or cardboard and design a box, structurely strong and asethetically pleasing.	2,4,7, 10,12	Teacher check: Does construction make a box? Does container have strength? Does container meet design requirement?	Engineering Math
3. As a designer, given a flat piece of paper or cardboard to be made into a box, de design a flowing pattern to cover all sides.	4,5,7, 10,12	Teacher discussion: Does design flow from one side of of the container to all the others? Does this design enhance the looks of this container?	Engineering Math
4. You have a job designing advertisement posters for a certain company - take a three dimensional object and design a two dimensional poster.	2,3,5, 7,12	Teacher check: Have two dimensional properties been met in designing a poster? Has poster design requirements been met?	Consumer Ed.

Art

Course: DESIGN

Topic or Unit: CAREERS INVOLVING THE USE OF DESIGN **Career Objective:** CAREER & SKILL PREPARATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
5. As a designer or engineer you are given one pound of clay. Design a container to transport a liquid. (Function is most important here)	4,5,7 12,15	A class discussion of what design would be most practical for shipment, stacking, etc. How much liquid will this container hold?	Engineering Marketing Math
6. As a designer or engineer you are given one pound of clay. Design a container to hold liquid and to be marketed.	4,5,7, 12	A class discussion of what design or designs catch the public eye? What design would most easily be manufactured (simplicity)? How much liquid will this container be designed to hold?	Engineering Marketing Math Consumer Ed.
7. As an engineer design a plaster mold to be used in mass producing a marketable product.	5,7	Have properties of mold making been acomplished? Is product to be manufactured simple enough to be mass produced? Does product meet design requirements?	Consumer Ed. Math Engineering
8. As a designer take a popular advertisement and redesign this add to become more personally meaningful to you as a consumer.	5,7	Class critique: Each student will state how they will make their add more meaningful to them through the use of design.	Consumer Ed.

Art

Course: DESIGN

Topic or Unit: CAREERS INVOLVING THE USE OF DESIGN **Career Objective:** CAREER & SKILL PREPARATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
9. As a designer - given one size container pick a product and design a label for said product.	12,10 7,5,4	Questions to be answered orally or in written form: Does label adequately describe contents of container? Does label meet requirements of design.	Consumer Ed.

Art

Course: DRAWING

Topic or Unit: INTRODUCTION TO DRAWING - ACTIVITIES AS RELATED TO CAREERS IN ART

Career Objective: CAREER PREPARATION, ATTITUDE - KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
1. In class discussion, list careers where ability to draw would be important or helpful.	ALL	Class discussion of several careers where drawing ability is useful.	Business
2. Take a three view drawing and render it three dimensionally.	3,4,7, 10	Accuracy of finished drawing.	Shop
3. Make a drawing of the interior of a room as if you were an interior decorator making a sketch for a customes. Include written notes for explanations.	7,13, 15	1. Appropriate drawing technique 2. Design/concept 3. Written notes on design	Home Economics
4. Use photographs of public figures to make caricatures for editorial cartoons.	3,7	1. Quality of drawing 2. Appropriate technique	Shop Drafting
5. Use a simple mechanical object, disassemble it and make an "exploded view" drawing.	7,10 12	Accuracy of drawing.	Drafting

Art

Course: OIL PAINTING

Topic or Unit: INTRODUCTION TO DRAWING - ACTIVITIES AS RELATED TO CAREERS IN ART

Career Objective: CAREER PREPARATION, ATTITUDE - KNOWLEDGE & SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
1. Paint a mural as a class project - subject "The World of Work" try to relate to major jobs of the neighborhood.	All	1. Craftsmanship 2. Working with others 3. Quality of work	Business
2. Experiment with different methods of applying paint: air brush, roller, etc. Write a report on which methods might be used commercially and why.	3,5,7, 10	Written report listing methods used and which would be best for what su subject.	Business Shop English
3. Have each student "commission" another to create a painting. Work together to create an acceptable work to both.	3,7	Oral report by both students.	Business
4. Paint a portrait of another student. Discuss portraiture as related to art.	5,7	1. Technique and craftsmanship 2. Accuracy of drawing	Business
5. Write a short report (illustrated) on the concepts of linear perspective and how it works.	7	Evaluation of report.	Science Drafting Math
6. Keep a sketch book and fill it with drawings of people engaged in various career activities.	ALL	Teacher assessment of drawing improvement.	Business

Art

Course: OIL PAINTING

Topic or Unit: ACTIVITIES RELATED TO CAREERS INVOLVING THE USE OF ART

Career Objective: CAREER PREPARATION, ATTITUDE AND EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
7. Take one art material (paint brush, paper, paint) list the raw materials necessary for production.	1,7,10	Completeness of list.	Science
8. Students will operate a gallery open to the public.	2,7	Public response.	Business
9. Have each student list: a. The number of original oil paintings in their home. b. The number of reproductions of paintings in their home.	5,7	Written report.	English
10. Arrange an art auction of student paintings to discover the value others place on their work.	5,7	Class critique of results.	Business
11. Discuss the composition of artist's oil paint and manufacturing standards.	1,7,10 12	Class discussion.	Science
12. Visit an art supply store and write an list of skills necessary to own an/or operate such a store.	5,7	1. Written report show: a. Margin of profit b. Types of materials sold 2. Type of education and skills necessary.	English Business

Art

Course: SCULPTURE

Topic or Unit: CAREERS INVOLVING CONCEPTS OF SCULPTURE **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
1. Students that are interested in Art Business, Art Designing and Art Production tour a commerical art facility or sculptors studio.	2,3,4, 5,7,10,	Students will write a list of questions to be asked: 1. Job market 2. Earnings 3. Educational requirements 4. Marketing 5. Etc.	Business Marketing Shop
2. Students interested in sculpting will prepare a list of places their products can be marketed.	7,12	Teacher check: 1. Private galeries 2. Fairs 3. Private business	Business Marketing
3. Student will prepare a list of jobs they feel thier sculpture background will enhance.	4,7	Teacher will check for jobs dealing with hand-eye cordination. 1. Carpenter 2. Engineer	Business
4. Students will design and build a three dimensional object using properties of perspective.	4,7	Teacher will review properties of perspective and check work in progress.	Enginerring Math

Art

Course: SCULPTURE

Topic or Unit: CAREERS INVOLVING CONCEPTS OF SCULPTURE **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
5. Students will prepare a list of tools to be used in a given sculpture assignment and state what other occupations these tools are used	7	Teacher will discuss list with class.	Business
6. Given a list of materials and prices, each student will prepare his own list of materials and cost necessary for building a sculpture of his choice.	2,7,4 10	Class discussion of list of materials and costs. Example discussion questions: 1. What material used? 2. Whats the total cost? Added to this discussion: 1. Do you plan to sell your sculpture? 2. How much profit do you expect to make? 3. How much time was involved in making your sculpture.	Economics Math
7. Build a sculpture from found objects. Compile a list of objects used and what was involved in their use.	4,7	Teacher assessment of sculpture and list of found objects. Class discussion of found objects and careers involved in production of found objects.	Constructionship

Art

Course: SCULPTURE

Topic or Unit: CAREERS INVOLVING CONCEPTS OF SCULPTURE **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
8. As a sculptor list offiliated jobs using the skills a sculptor uses.	1,2,3,4, 5,6,7,8, 9,10,11, 12,13, 14,15	Class discussion of list, teacher critique. Compilation of data for a class list for future reference.	ALL
9. Design and make a moddl of a house using sculptural concepts.	4,7	Evaluation of product.	Architecture Mechanical Drawing
10. Have a professional architect come in and discuss his philosophy of design as it relates to sculpture.	4,7	Class discussion.	Philosophy
11. Sponsor an exhibit by local amateur and/or professional sculptures to be used and arranged by students.	3,7,14	Public response to show.	Business
12. Make an assembled sculpture depicting different kinds of trades - using tools or materials of that trade as the media (i.e. assemblage of hammers, saws, planes, etc. = carpenter.)	1,4,5, 10	Evaluation of product.	Voc. Classes

CAUTION
STUDENT DRIVER
TR-18

Drivers' Education

Drivers Education

Course: DRIVERS ED

Topic or Unit: USING YOUR BIKE TO LEARN HOW TO DRIVE

Career Objective: CAREER SKILLS CAREER PREPARATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
1. Though a prepared obstacle course, students will demonstrate the basic skills used to drive a motor vehicle while on bicycles.	3,8,9, 14,15	Successful completion of the obstacle is when the student goes through it without one single error. The course should include the following: Right and Left Turns Hand Signals Balance Braking Reaction Time Crossing busy intersections	Leisure Time Activities Recreation Physical Education Social Studies

Drivers Education

Course: DRIVERS ED

Topic or Unit: OBTAINING A LICENSE

Career Objective: CAREER AWARENESS CAREER EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
2. Students will explore and develop a list of occupations that require eight or more hours of driving daily.	1,2,3, 4,7,9, 10,12, 15	Class discussion with Instructors and peers after students list various occupations on chalkboard.	Health English Agriculture Industrial Occupations
3. From the students list of occupations that require eight or more hours of driving; students will classify each occupation according to license required.	1,2,3, 4,7,9, 10,12, 15	Student comparison of their list to list prepared by Instructor: Should include occupations used within the four classifications of license.	Health English Agriculture Industrial Occupations

Drivers Education

Course: DRIVERS ED

Topic or Unit: D·M·V· EXAMINATIONS

Career Objective: CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
4. Take a field trip to local D.M.V. while at D.M.V. students will develop a list of services provided by the D.M.V.	3,6,7, 8,14, 15	Teacher prepared list of services in comparison to students list: List should include: 1. Testing a. Written b. Eye c. Road 2. Issuance of Certificates a. Pink Slips b. Transfers c. Registrations 3. Plate 4. Renewals	Health Business Police Science English

Drivers Education

Course: DRIVERS ED

Topic or Unit: D·M·V· EXAMINATIONS

Career Objective: CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
5. Take a field trip to local D.M.V. while at D.M.V. students will develop a list of careers available by obtaining a job with the D.M.V.	3,6,7, 8,14 15	Teacher prepared list of careers in comparison to students list: List should include: 1. Examiner a. Written and Eye 2. Clerk 3. Secretary 4. Maintenance a. Inside b. Outside 5. Office Manager 6. Higher jobs within state structure.	Health Business Police Science English

Drivers Education

Course: DRIVERS ED

Topic or Unit: D·M·V· EXAMINATIONS **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
6. Take a field trip to a local D.M.V. students will list three duties performed by three of the previously listed available careers.	3,6,7,8 14,15	Teacher prepared list of duties in comparism to students list: List should include: 1. Secretary - type - file - make change. 2. Examiner - evaluate - test - file. 3. Clerk - score test - fingerprint - photography. 4. Maintenance-clean-wax-gardening. 5. Office Manager - adminstration - etc.	

Drivers Education

Course: DRIVERS ED

Topic or Unit: LAW ENFORCEMENT AGENCIES **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
7. Take a field trip to Local Court and observe a session of Traffic Court. While at court session, students will develop a list of services provided by the personnel on the job at court sessions.	3,6,7, 8,14, 15	Teacher prepared list of services in comparison to student list: List should include: 1. Judge 2. Guard 3. Clerk 4. Lawyers 5. Court Stenographer 6. Plaintif Occupation 7. Defendant Occupation 8. Bailiff	Health Business Police Science English

Drivers Education

Course: DRIVERS ED

Topic or Unit: LAW ENFORCEMENT AGENCIES **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
8. Take a field trip to Local Court and observe a session of Traffic Court. While at court house, students will develop a list of services provided by the personnel on the job at the court house.	3,6,7,8, 14,15	Teacher prepared list of services in comparison to student list: List should include: 1. Security Guard 2. Desk Clerk 3. Lawyers 4. Secretary 5. Receptionist 6. Maintenance 7. Electronics	Health Business Police Science English

Drivers Education

Course: DRIVERS ED

Topic or Unit: LAW ENFORCEMENT AGENCIES **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
9. Take a field trip to Local Court and observe a session of Traffic Court. While at the court house, students will develop a list of careers available by obtaining a job with the courts.	3,6,7, 8,14, 15	Teacher prepared list of careers in comparison to student list: List should include: 1. Judges 2. Bailiff 3. Security Guard 4. Secretary 5. Desk Clerk 6. Receptionist 7. Court Stenographer 8. Lawyers 9. Maintenance 10. Electronics	Health Business Police Science English

Drivers Education

Course: DRIVERS ED

Topic or Unit: LAW ENFORCEMENT AGENCIES **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
10. Take a field trip to Local Court and observe a session of Traffic Court. While at the Court House, students will list three duties performed by three of the previously listed, available careers at the Court House.	3,6,7, 8,14 15	Teacher prepared list of duties in comparison to student list: List should include: 1. Guard - Order - Police Work - etc. 2. Clerk - Type - File - etc. 3. Secretary - Type - Communication - etc. 4. Maintenance-Clean up - Gardening - etc. 5. Receptionist - Communication - etc.	Health Business Police Science English

Drivers Education

Course: DRIVERS ED

Topic or Unit: LAW ENFORCEMENT AGENCIES **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
11. Take a field trip to Local Court and observe a session of Traffic Court, While at the court house students will list three duties performed by three of the previously listed, available careers at the court session.	3,6,7,8, 14,15	Teacher prepared list of duties in comparison to student list: List should include: 1. Judge - Communication - Order - Law - etc. 2. Bailiff - Law - Communication - etc. 3. Guard - Law - Doorman - etc. 4. Court Stenography - Type - Listen - Translate - etc. 5. Lawyer - Law - History - Communication - Drama - etc.	Health Business Police Science English

English as a Second Language

English As A Second Language

Course: E.S.L. (Beginning)

Topic or Unit: BASIC VOCABULARY-GRAMMAR **Career Objective:** AWARENESS AND EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
1. The student will make a list of ten vocabulary words, (nouns) which are needed for employment in an occupational cluster of his own choice. For example: Cluster: Art Vocabulary: 1. brush 6. chalk 2. pencil 7. easel 3. paper 8. drawing 4. pen 9. studio 5. paint 10. canvas	1-15	Teacher evaluation: Oral and written test for pronunciation, knowledge of English equivalents, spelling.	Language Arts English Sociology Foreign Language
2. The student will make a list of ten vocabulary words (verbs) which are needed for employment in an occupational cluster of his own choice. For example: Cluster: Art Vocabulary: 1. to draw 6. to enlarge 2. to sketch 7. to create 3. to paint 8. to sculpture 4. to color 9. to mold, form 5. to measure 10. to shade	1-15	Same evaluation as above activity #1.	English Language Arts Sociology Foreign Language

English As A Second Language

Course: E.S.L. (Beginning)

Topic or Unit: BASIC VOCABULARY-GRAMMAR **Career Objective:** AWARENESS & EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
3. The student will make a list to ten or more adjectives and adverbs which are needed for employment in an occupational cluster of his own choice. For example: Cluster: Art Vocabulary: 1. neatly 2. softly 3. sharply 4. wet 5. dry 6. large 7. round 8. straight 9. light 10. dark	1-15	Same evaluation as activities #1 and #2.	English Language Arts Sociology Foreign Language

English As A Second Language

Course: E.S.L. (Intermediate)

Topic or Unit: BASIC VOCABULARY-GRAMMAR **Career Objective:** AWARENESS & PREPARATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
4. Student will make a list of ten or more phrases or short sentences which are needed for employment in an occupational cluster of his own choice. For example: Cluster: Art Vocabulary: 1. clean the brush 2. draw this .... 3. shade this .... 4. measure	1-15	Same evaluation as activities #1,2,3.	English Language Arts Sociology Foreign Language
5. Student will make a word - search puzzle using vocabulary pertaining to the students chosen occupational cluster. (See Foreign Language for a sample puzzle).	1-15	Teacher evaluation: completion of the 3 parts of the puzzle as shown. Teacher must check all 3 sheets for accuracy before duplicating them for student use.	English Language Arts Sociology Foreign Language

English As A Second Language

Course: E.S.L. (Intermediate)

Topic or Unit: BASIC VOCABULARY-GRAMMAR - COMMUNICATION SKILLS

Career Objective: CAREER PREPARATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
6. The students as a group will compile and memorize a list of 20 or more words and phrases, needed for basic communication with other people in any occupational field. Examples: 1. Please 2. Thank you 3. May I help you? 4. I do (do not) understand 5. What is your name?	1-15	Teacher evaluation: The teacher will check list for completeness and accuracy. Teacher will also test each student individually for correct pronunciation and intonation.	English Language Arts Foreign Language
7. Student will make a set of flashcards in English and Spanish (or native language) of all vocabulary studied in the first six activities. This should be an ongoing activity.	1-15	Teacher evaluation: check for correctness of spelling. Also "spot check" each student for correct pronunciation and knowledge of English equivalents.	English Language Arts Foreign Language

English As A Second Language

Course: E.S.L. (Advanced)

Topic or Unit: BASIC ENGLISH VOCABULARY - COMPREHENSION - PRACTICE IN WRITING ENGLISH

Career Objective: CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
8. Student will look for and list jobs in the want ad section of the newspaper within his occupational interest.	1-15	Teacher will check each students list against teacher answers.	English Language Arts Foreign Language
9. Student will choose one ad from the above list and write a brief resume of his job qualifications and/or experience relating to the job.	1-15	Teacher will correct rough draft and hand back for recopying. Final evaluation based on neatness, spelling, correctness of expression.	English Language Arts Foreign Language
10. Each student will write a list of questions in English which they, as employers would ask prospective employers. These should be shared and learned by the entire class.	1-15	Class evaluation: Students put questions on the board, read them orally. Class and teacher corrects individual students work.	English Language Arts Foreign Language

English As A Second Language

Course: E.S.L.

Topic or Unit: BASIC VOCABULARY-GRAMMAR - PRACTICE OF SPOKEN ENGLISH **Career Objective:** AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
11. Each student will write a list of answers in English to the questions prepared in activity 10. These answers should be individually prepared and be applicable in a real - life situation.	1-15	Class evaluation: Answers should be shared in the classroom and corrected as necessary (same as evaluation as activity #10).	English Language Arts Spanish

English As A Second Language

Course: E.S.L. (Advanced)

Topic or Unit: BASIC VOCABULARY-GRAMMAR — PRACTICE OF SPOKEN ENGLISH

Career Objective: AWARENESS - PREPARATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
12. Using two toy telephones as "props", students will role - play the following scene: One student on one telephone is the employer and the other student (on the other end) is the job - seeker. They will conduct a job interview in English from the scripts prepared in activities 10 and 11.	1-15	Class evaluation and/or teacher evaluation. Using a rating scale of 1 to 5, students or teachers will score the role - players on the following: 1. diction 2. intonation 3. fluency 4. professional tone of the interview.	English Language Arts Spanish
13. Students will be asked to evaluate a list of ten "should" or "should not" situations concerning a job seeker in a typical interview situation. This list will be teacher - made. For example: 1. Job applicant arrives at job wearing torn blue jeans and sweat shirt. (should? - should not?) 2. Job applicant chews gum during interview. (should - should not?) English used for this activity should be on an appropriate level of difficulty for activity 13 and 14.	1-15	Class discussion of answers. Students score each others papers. Teacher may set a grade scale.	English Language Arts Spanish Foreign Language

English As A Second Language

Course: E.S.L. (Advanced)

Topic or Unit: BASIC VOCABULARY-GRAMMAR - PRACTICE OF SPOKEN ENGLISH

Career Objective: AWARENESS - PREPARATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
14. Following completion of activity 13, students will be asked to evaluate a list of ten "should" or "should not" situations concerning interviewer in a typical job interview situation. This list will also be teacher - made. For example: 1. Interviewer asks applicant about his politics. (should - should not?) 2. Interviewer asks applicant what salary he expects to earn. (should - should not?)	1-15	Same evaluation as activity 13.	English Language Arts Foreign Language

English As A Second Language

Course: E.S.L. (Advanced)

Topic or Unit: BASIC VOCABULARY-GRAMMAR
- PRACTICE OF SPOKEN ENGLISH

Career Objective: PREPARATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
15. Role - playing: following completion of activities 13 and 14, two students at a time will enact a mock interview. One student is the applicant and the other is the interviewer. The two students are to conduct an interview in which they incorporate either "should" or "should not" conditions based on activities 13 and 14.	1-15	Class discussion of role - playing. Was the interview situation positive or negative? Discuss reasons for their answers.	English Language Arts Foreign Language

Health

Health

Course: HEALTH

Topic or Unit: HEALTH CAREERS **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
1. Read "Confusion In The Hospital" (Introdution to Allied Health Careers, U.C.L.A.)	2,8	Class discussion, and list hospital departments.	English
2. From above reading, students will list the different job titles and function of each.	2,8	Class discussion and list job titles and function of each.	Career Education
3. From above reading student will list professional organizations relating to job titles.	8	Teacher assessment and class discussion. Compilation of a class list for future reference.	Career Education
4. From above reading students will list educational and other requirements for five occupations of his choice.	8	Teacher assessment and class discussion. Also compilation of data for a class list to be used for future reference.	Career Education
5. Read "You and a Health Career" (Farchild Publishers, New York, New York.	8	Class discussion centering on 1. Earning potentials. 2. Future of health careers 3. Personal qualities necessary (not education required)	English
6. Student will list health facilities in local community and function(s) of each.	8	Class discussion and check against teacher prepared list.	Sociology

Health

Course: HEALTH

Topic or Unit: HEALTH CAREERS **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
7. Students will write the biography of one of the following scientists: a. Ehrlich b. D'Herelle c. Madame Curie	8	Teacher assessment of biographies (could use a standard form to cover what information you may wish the students to furnish in their completed papers.)	English Social Science
8. Students will name the occupations that study: the skin the blood the tissues	8	Teacher assessment Dermatology Hematology Cytology	Social Science
9. Students will list 10 careers in health science.	8	Teacher assessment of student lists (possible examples) Nurse Paramedic Lab Technician Research worker	Career Education
10. Students will write requests regarding Health Careers: Science Research Associates publishes a pamphlet called "Careers in Public Health" by Adrian Gould.	8	Teacher assessment of student written requests.	English Social Science

Health

Course: HEALTH

Topic or Unit: HEALTH CAREERS **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
11. Students will write to Veterinary Medicine as a career, American Veterinary Association, Chicago.	8	Teacher assessment of the students written requests.	English Social Science
12. Students will work in two's and prepare a report on a health oriented occupation covering such items as: activities education pay	8	Teacher assessment of student work. Also oral presentation and/or class critique.	Career Education
13. Describe developing scientific fields in which health career opportunities exist.	8	Teacher assessment space undersea electronics cryogenics food technology	Career Education
14. Students will visit the library and look up ten careers associated with the medical and allied health fields.	8	After looking up the ten careers, students will write a short paragraph about each career and if this would be a possible career choice for them.	Language Arts

Health

Course: HEALTH

Topic or Unit: HEALTH CAREERS **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
15. Students will copy the following incomplete sentences and fill in the blanks. a. Plasma is only administered to a patient by a______or ________. b. _________take pictures of your bones to see if they are damaged. c. ______change the bedding in a hospital.	8	Teacher assessment, answers below, mix and match. Doctor or nurse Radiologists Orderlies	English
16. Paramedics will demonstrate the emergency equipment - how it functions and how it is used to save lives.	8	Class discussion of presentation and students attention to presentation.	Career Education
17. Paramedics will explain how the ambulance is used to save lives and the equipment in the ambulance used for emergency treatment.	8	Class discussion of presentation and students attention to presentation.	Career Education
18. Paramedics will discuss employment outlooks for females in health careers.	8	Class discussion of presentation and teacher comments during discussion.	Career Education

Health

Course: HEALTH

Topic or Unit: HEALTH CAREERS **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
19. To broaden the students scope of health careers students will list as many medical careers as possible that are interrelated with the three main careers: Doctors Nurse Dentist	8	Teacher assessment, examples: Secretary, receptionist, Dietician, Orderly, Oral hygienist Oral Surgeon	Career Education English
20. Each student will name four health or medical workers and two other types of workers with whom the original comes into contact.	8	Teacher assessment Example: Nurse - 1. Physician 2. Orderly X-Ray Technician 1. Medical records technician 2. Respiratory Therapist	Social Science Career Education
21. Students will donate their time to a local hospital and become more familiar with their job choice as they work at that position.	14	After working for three weeks at a job affiliated with their career choice students will write a short papter discussing the advantages and disadvantages of their career choice.	Physics Earth Science Chemistry

Health

Course: HEALTH

Topic or Unit: HEALTH CAREERS **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
22. Invite the director of a volunteer agency such as The Ladies Auxiliary to discuss volunteer possibilities in the health fields.	8	Discussion of presentation and question - answer session, debriefing post activity to reinforce information provided during presentation.	Career Education Social Science
23. Students will visit a hospital, tour the facility, and become aware of the multitude of careers associated with health and medical facilities.	8	Students will make a list of the jobs they saw and the student listing the most will win a candy bar as a prize.	Earth Science Physics Chemistry
24. Students will list all health related positions they qualify for at present and those they will qualify for in the future.	8	Teacher assessment of student work according to age level.	Social Studies

Health

Course: HEALTH

Topic or Unit: HEALTH CAREERS

Career Objective: CAREER EXPLORATION, PREPARATION, KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
25. Invite the local hospital administrator or personnel director to come in and speak about the job outlook for the various health and medical careers.	8	Class discussion and interview of administrator or personnel director.	Social Science Career Education
26. Students should prepare questions for the hospital administrator such as: 1. What skills or interests do you need for a health oriented job? 2. What tasks do you perform on each job? 3. Take us step by step through a typical day at a hospital. 4. Are there any special duties you perform on a certain day? 5. What ways can I receive training for a particular job? 6. What type of person do you have to be like to be successful in health careers? 7. What school subjects do you use in your work and how? 8. Income, working hours, etc. for each individual health affiliated occupation.	8	Class discussion of questions and answers and thank you letters. List answers on chalkboard and critique each question.	Social science Career Education

Health

Course: HEALTH

Topic or Unit: HEALTH CAREERS

Career Objective: CAREER EXPLORATION, PREPARATION, KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
9. What satisfaction do you get from a health or medical career?			
27. Invite the paramedic team to class for discussion of careers as related to the paramedic occupations.	8	Class discussion of presentation and thank you letters.	Career Education
28. Careers are classified into professional, skilled, semi-skilled, unskilled workers, and laborers. Each student will define these categories and the amount of training required for each category.	8	Teacher assessment, students, may use the library facilities. Comparison to teacher - prepared answers.	Social Studies
29. Students will take the following test to decide which category they would fall into: professional, skilled, semi-skilled, unskilled, or laborers. TEST 1) How long do you want to go to school? 2) I would like a job in which I would be physically active	8	Teacher assessment of test results. Assess honesty and sincerity as well as completeness of answers.	English

Health

Course: HEALTH

Topic or Unit: HEALTH CAREERS

Career Objective: CAREER EXPLORATION, PREPARATION, KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
Usually __________ Often __________ Sometimes __________ Occasionally __________ Rarely __________ Never __________ 3) I would like a job in which I would work with my hands. Usually __________ Often __________ Sometimes __________ Occasionally __________ Rarely __________ Never __________ 4) I would like a job in which I would tell other people what to do Usually __________ Often __________ Sometimes __________ Occasionally __________ Rarely __________ Never __________			

Health

Course: HEALTH

Topic or Unit: HEALTH CAREERS

Career Objective: CAREER EXPLORATION, PREPARATION, KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
5) I would like a job in which I work with facts, figures, and information and apply them to my job. Usually ______ Often ______ Sometimes ______ Occasionally ______ Rarely ______ Never ______ 6) I would like a job in which I could be creative and work with ideas Usually ______ Often ______ Sometimes ______ Occasionally ______ Rarely ______ Never ______			

Health

Course: HEALTH

Topic or Unit: HEALTH CAREERS

Career Objective: CAREER EXPLORATION, PREPARATION, KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
30. After answering the preceding questionnaire regarding themselves, students should answer the same questions for a hypothetical worker in the job category they are interested in.	8	Teacher assessment of student answers and class critique of a chosen questionnaire.	English
31. Students will determine at what level he will work according to his present goals professional, skilled, semi-skilled, unskilled, laborer (in general health career area.)	8	Teacher assessment of student list, accuracy, sincerity of answers completeness of work etc.	English Library Skills

Health

Course: HEALTH

Topic or Unit: HEALTH & COMMUNITY

Career Objective: CAREER PREPARATION — ATTITUDE KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
32. Students will list five agencies that provide health care for the community.	8	Comparison to a teacher list and/or compilation of data for a class list to be used for future reference.	Social Studies
33. Write a short paper (1 page) describing the functions of hospitals, clinics, and special health units operating in the community.	8	Teacher assessment of student reports class critique of a teacher selected list.	Social Studies
34. Interview an employee of a hospital or clinic and list the services that person provides to the community.	8	Teacher assessment of student lists and compilation of data for a class list.	Social Science
35. Students will compare the costs, time, and effort involved in maintaining health standards to failure to do so and possible detrimental effects to the community.	8	Teacher assessment of student comparisons - can use lists of pros and cons on the same paper instead of reports.	Social Science
36. Students will compare the various coverages of such health programs offered by employers as: Kaiser, Blue Shield, Blue Cross	8	Teacher assessment of student comparisons of various companies health programs.	Economics

Course: HEALTH

Topic or Unit: VOCATIONAL HEALTH AREAS

Career Objective: CAREER AWARENESS CAREER PREPARATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
37. Students will write companies and agencies in a variety of vocational health areas. From the material returned students will develop a job description of a specific job.	2,3,7, 8,13 14	Student will present evidence of information and from a list of several sources to be used by the class for future referance.	English Industrial Occupations Business Science
38. From the material obtained in letters written to vocational health areas. Students will analyze the data and attempt to conclude if there is any pre-supposed knowledge in the area of health careers.	2,3,7,	List and identify those specific terms which are pre-supposed in a career area.	English Industrial Occupations Business Science

Health

Course: HEALTH

Topic or Unit: NUTRITION

Career Objective: CAREER PREPARATION — SKILLS KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
39. Students will describe in essay form those foods that are necessary for a proper diet in their age group and the age group of the working population.	8	Teacher assessment of research papers based on comparison of teenage diet and adult diets.	Home Economics
40. Students will list at least three local companies that process and preserve food.	8	Teacher assessment of student lists. Also compilation of data to form a class list for future reference.	Home Economics
41. Students will make a report on a local food processing plant and how new scientific methods have affected the products of that business.	8	Class discussion of reports gleaned from various food processing companies.	Social Studies
42. Students will visit a grocery store and list at least ten new products that were not on the shelves last year.	8	Class review of student lists and follow-up discussion.	Social Studies Consumer Education
43. Students will list four basic foods needed for a proper breakfast.	8	Teacher assessment of student list 1. Breads and cereals 2. Meats and fish 3. Milk and milk products. 4. Fruits and vegetables	Home Economics

Health

Course: HEALTH

Topic or Unit: NUTRITION

Career Objective: CAREER KNOWLEDGE PREPARATION-SKILLS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
44. Students will list three reasons why proper nutrition can affect your work.	8	Group evaluation and/or students comments. Student lists can be compiled to form a class list for reference.	Home Economics
45. Students will relate weight control and proper nutrition to finding a job by listing at least three occupations that have definite standards of weight when entering that occupation.	8 2.	Teacher evaluation of student lists such as: 1. Airline stewardess 2. Telephone operator 3. Military careers.	Home Economics Social Studies
46. Students will list five diseases that are caused by neglect of proper diet.	8	Comparison to an established list prepared by the teacher.	Social Science
47. Students will make individual reports about drug standards and standards of quality control enforced on local businesses. i.e. canneries, frozen foods plants.	8	Comparison to an established list prepared by the teacher and teacher critique of a selected report.	Social Science
48. Students will make a report about how the (F.D.A.) Federal Drug Administration seeks to enforce federal laws	8	Teacher assessment of written reports by students. Class critique and post best reports on bulletin board.	Social Science

Health

Course: HEALTH

Topic or Unit: NUTRITION

Career Objective: CAREER PREPARATION – SKILLS KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
49. Students will bring to class newspaper clippings about food additives that may be harmful to your health and relate it to their career choice.	8	Students will write an article for a newspaper and relate it to their career choice about a food additive and how it may effect their job or profession.	Chemistry Nutrition
50. Students will list the benefits of proper diet and exercise on the body as to produce a healthier and more productive working force.	8	Teacher assessment of student lists. 1. Resistance to heart disorders. 2. Resistance to disease. 3. Longevity.	Social Science Economics
51. Calcualte costs of a family's meals, compare costs with nutritional values.	8	Teacher assessment of calculations and discussion of comparison .	Math Consumer Ed.

Health

Course: HEALTH

Topic or Unit: DISEASES & DISORDERS

Career Objective: CAREER PREPARATION — KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
52. List three measures for controlling diseases and disorders.	8	Comparison to answer sheet. 1. Education. 2. Early detection. 3. Reporting. 4. Quarantine. 5. Immunization. 6. Travel restrictions.	Social Science
53. Students will name the seven danger signs of cancer and relay how early detection can save lives.	8	Comparison to teacher prepared answer sheet.	Sociology
54. Students will name three community agencies that assist in the prevention and control of disorders and diseases.	8	Answer sheet comparison (fluoridation, mosquito abatement, local anti-pollution programs)	Social Science

Health

Course: HEALTH

Topic or Unit: DISEASES & DISORDERS **Career Objective:** CAREER PREPARATION — KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
55. Students will argue the following statements: a. "The health records of a large city in which vaccination of school children had long been required showed that in a five year period not one case of smallpox occurred, but there were three deaths following vaccination." b. "Vaccine is made from a calf and scratched into human tissues. This is unclean and unsafe."	8	Class discussion and teacher assessment of participants in discussion.	Speech
56. Students will write a paper describing how diseases and disorders have a personal and economic effect upon individuals and society.	8	Teacher assessment of student reports. Class critique of a teacher chosen report.	Economics
57. Students will list three main killers of man and write a one page summary of how they can be prevented.	8	Teacher assessment 1. Heart disease 2. Traffic accidents 3. Cancer	Social Science English

Health

Course: HEALTH

Topic or Unit: DISEASES & DISORDERS

Career Objective: CAREER PREPARATION — KNOWLEDGE

	ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
58.	Students will list three companies that provide T.B. checkups and medical clearance before hiring prospective employees.	8	Teacher assessment and class discussion of student research.	Social Science
59.	Students will list three communicable diseases that affect individuals in all segments of society and in all parts of the world.	8	Answer comparison.to teacher prepared list.	Social Science
60.	Students will write a paper describing the general effects of chronic disorders upon the family and society.	8	Teacher assessment of student papers (the teacher may wish to define chronic).	Social Science
61.	Students will list the communicable diseases - those transmitted from one person to another.	8	Teacher assessment of student list: T.B., leprosy, measles, mumps, etc.	Social Science
62.	Students will discuss how various companies and industries prevent contamination and control spreading of germs to meet health standards.	8	Class discussion and teacher assessment of student participation in discussion. and quality of student questions and comments.	Social Science

Health

Course: HEALTH

Topic or Unit: DISEASES & DISORDERS **Career Objective:** CAREER PREPARATION — KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
63. Students will interview an employee of a local community business and report on how his company controls and prevents the spreading of contaminatory germs.	8	Class discussion of student interviews. Oral presentation by students.	Social Science
64. The teacher may show partial examples of health standards used by the State for orientation of new employees. a. Bring petri dishes with a nutrient agar base and ask students to sneeze or cough into the dishes-wait 2 to 3 days for the incubation period to take place and discuss oral transmission of germs. b. Use tracing powder to illustrate the spread of micro-organisms.	8	Class discussion and teacher lecture on points of specific interest.	Social Science

Health

Course: HEALTH

Topic or Unit: SAFETY & FIRST AID

Career Objective: CAREER PREPARATION - KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
65. Students will list at least three potential accident areas on campus, in the community, or at home.	8	Teacher assessment of student lists - students may wish to walk around campus to search out these areas.	Social Studies
66. Students will write a paper explaining why maintaining a healthful and safe environment is the responsibility of the individual, the family, and society.	8	Teacher assessment of student reports. Best report will be orally presented by the student.	Social Studies
67. Students will list the many provisions that are maintained for a person's health and safety today as compared to a decade ago.	8	List on chalkboard and discuss each item with an example of profession presently using that health or safety concept.	Social Studies
68. Students will discuss how often safety precaution measures are misused, such as seatbelts: jaywalking.	8	Teacher assessment of student discussion based on class participation, sincerity and completeness of comments.	Social Studies
69. The student will identify hazards and accidents associated with various occupational fields.	8	Teacher assessment (construction - falls) (mining - cave ins,) (welding-eye injuries.)	Social Studies

Health

Course: HEALTH

Topic or Unit: SAFETY & FIRST AID

Career Objective: CAREER PREPARATION — KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
70. Students will review the first aid care provided by three major local companies.	8	Teacher assessment of student reports (interviews of public relations officers may be beneficial.)	Social Studies
71. Students will make reports on the company that has the least efficient program and plan a comprehensive first aid and safety program for that company.	8	Teacher assessment of student health plans. Student small group evaluation prior to individual oral presentations.	Social Studies
72. Students will compile a list citing at least ten health and safety standards they have encountered in the past week.	8	Teacher assessment of student lists and compilation of data to form a class list for reference.	English
73. Students will list as many safety and health items related to occupations as possible and discuss the necessity for each.	8	Teacher assessment of student lists. List on chalkboard and evaluate each item individually.	Social Science Economics
74. Students will interview their parent(s) and ask how health standards have affected their career.	All	Teacher assessment: Students will write a short paper about how health standards have changed in the last decade and relate it to their choice of careers in the world of work.	Chemistry Physics

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Health

Course: HEALTH

Topic or Unit: SAFETY & FIRST AID

Career Objective: CAREER PREPARATION — KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
75. Pupils will list wise purchase practices of safety apparel in various professions.	8	Teacher assessment of student lists. List on chalkboard and evaluate each component individually.	Home Economics

Health

Course: HEALTH

Topic or Unit: TAKING BLOOD PRESSURE – ACTIVITIES AS RELATED TO HEALTH CAREERS

Career Objective: CAREER AWARENESS, SKILL

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
76. Teacher lecture on blood pressure and circulatory system, students take notes.	8	Teacher collects and checks notes. Post most accurate notes on bulletin board.	Physics
77. Teacher demonstrates use of blood pressure equipment.	8	Student observation of teacher demonstration.	Physics
78. Students practice taking each other's blood pressure.	8	Teacher observation of student procedure.	Physics
79. Class combines data to establish average blood pressure.	8	Teacher osbervation and evaluation according to correctness of answer.	Math
80. From suitable references students obtain list of medical related jobs requiring knowledge of blood pressure procedures.	8	Teacher assessment of student list, compilation of data for future class use.	Career Education

Health

Course: HEALTH

Topic or Unit: FIRST-AID

Career Objective: CAREER AWARENESS CAREER EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
81. Student will develop questions to ask county health employees. Questions will be related to necessary qualifications and training for that particular occupation.	2,3,8, 13,14	Teacher assessment and critique of oral presentation by students. Presentations should include: 1. Job availability 2. Physical qualification 3. Schooling and outside training 4. Working hours	Speech Biology Business
82. Students will visit county health office and interview employees pertaining to training required for their occupations.	2,3,8, 13,14	Student reports to instructor a list of people interviewed and their occupations. List should include: 1. Doctors 2. Nurses 3. Investigators 4. Clerks 5. Receptionists 6. Health officers 7. Maintenance	Speech Biology Business General Ed.

Health

Course: HEALTH

Topic or Unit: FIRST-AID

Career Objective: CAREER AWARENESS CAREER EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
83. Students will cast and role - play a simulated disaster. (Hepatitis - Typhoid - V.D. - Etc.) Students must find, seal-off-treat the disaster. Students will discover one patient and continue from there until the disaster is under control.	3,6,8, 13,14 15	Teacher observation of students discovery and methods used to control the problem. Methods would include: 1. Analysis Problem 2. Contact proper people 3. Seal-off area 4. Notify public of symptoms 5. Set up free public clinics 6. Find source 7. etc.	Drama Speech Radio/TV Police Science Business
84. Students will explore disaster oriented occupations and report on their roles.	3,6,8, 13,14, 15	Class discussion of occupations and oral presentation with findings listed on board. Teacher assessment and critique of list. List should include: 1. Doctors and Nurses 2. Firemen and Policemen 3. Paramedics and Ambulance drivers 4. Civic workers 5. News media and cameramen 6. Victims	Police Science Radio/TV Speech

Health

Course: HEALTH

Topic or Unit: FIRST-AID

Career Objective: CAREER AWARENESS CAREER EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
85. Students will cast and role - play a simulated disaster, (fire, Earthquake, Attack, etc.). Students must treat and apply necessary first-aid. Rules should be developed from students findings as in previous activity.	3,6,8, 13,14 15	Teacher observation of students responses to victims and applied first-aid. First-Aid should include: 1. Burns 2. Broken bones 3. Dislocations 4. Transporation 5. Lacerations 6. Trauma (shock)	Police Science Radio/TV Drama

Health

Course: HEALTH

Topic or Unit: BEHAVIOR & ETHICS AS RELATED TO CAREERS

Career Objective: CAREER AWARENESS — CAREER PREPARATION — ATTITUDE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
86. Students will write a short paragraph about the importance of daily body care in society and business.	8	Teacher assessment of student reports and oral presentation of selected reports.	Economics English Language Arts
87. Students will write a short paragraph describing how oral health can be important when choosing a career that involves meeting people everyday.	8	Teacher assessment of student papers and follow-up discussion.	Social Studies
88. A personnel counselor from a local employment agency will speak about good grooming as related to job interviews and the importance of the first interview.	8	Class discussion of interview/also some prepared questions.	Social Studies Home Economics
89. Students will list at least three people who have made vital contributions to our society despite the physical defects they may possess.	8	Teacher assessment of student reports (examples could be) 1. Helen Keller 2. Jose Feliciano 3. Franklin D. Roosevelt	History

Health

Course: HEALTH

Topic or Unit: BEHAVIOR & ETHICS AS RELATED TO CAREERS

Career Objective: CAREER AWARENESS — CAREER PREPARATION — ATTITUDE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
90. Students will write a paper stressing how physical appearanceand success in life's activities have little relationship.	8	Teacher assessment of student papers. Oral presentation of a teacher selected paper.	Social Science
91. Students will investigate a major companys reason for rejecting most job seekers regarding health(contact the personnel director for this information.)	8	Class discussion of student investigations and teacher comments.	Social Science
92. Read handout on behavior and ethics from local hospital (or other facility)	8	Class discussion of information on handout and teacher comments.	Social Studies
93. List main points of personal hygiene and appearance necessary when seeking employment.	8	Class discussion or role play, employer - employee interview.	Sociology
94. List do's and don'ts of medical ethics.	8	Class discussion of lists and teacher comments on individual items on list.	Social Studies
95. From direct or indirect experiences student will describe to class a case where patient's privacy was violated and how this could have been prevented.	8	Class discussion of student descriptions and teacher comments.	Social Studies

Health

Course: HEALTH

Topic or Unit: BEHAVIOR & ETHICS AS RELATED TO CAREERS

Career Objective: CAREER AWARENESS – CAREER PREPARATION – ATTITUDE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
96. Student list do's and don'ts of proper behavior and why's.	8	Class discussion of student list. Compilation of data for class list.	Social Studies
97. Students will visit a draft board and discuss with the recruiting officer the major causes of rejection of incoming servicemen as far as health standards are concerned.	8	Teacher assessment of class discussion. 1. Poor health 2. Bad teeth 3. Improper nutrition.	Social Science
98. Students will make a histogram showing the illness rate among men and women in different occupational levels.	8	Teacher assessment. (Highest illness rate will tend to fall in the unskilled or laborers category, lowest rate of illness will tend to fall in the semi-professional and professional categories.	Career Education
99. Name five professions that people with allergies cannot enter.	8	Teacher assessment. Examples: 1. Millwork 2. Nurseryman 3. Farmer 4. Fieldwork 5. Forester	Social Science

Health

Course: HEALTH

Topic or Unit: VISUAL & AURAL — VARIOUS ACTIVITIES RELATED TO CAREERS IN HEALTH

Career Objective: CAREER PREPARATION — KNOWLEDGE, SKILLS & AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
100. Students will list three jobs that have health standards related to vision and hearing.	8	Class discussion of student list. Examples: 1. Careers in electronics 2. Careers in aviation 3. Military careers.	Social Studies
101. Teacher demonstrates use of Snellen chart.	8	Class discussion and students take notes Teacher assessment of student's notes.	Social Science
102. Students make their own charts by copying original and measuring letter heights.	8	Teacher assessment of student product.	Art
103. Students use own charts to test vision of family and friends.	8	Teacher assessment (optional signatures of parents.)	Social Science
104. Class combines data to establish "average" vision.	8	Teacher evaluation and comparison to correct answer.	Math
105. Using appropriate references student will make a list of medical careers where a Snellen chart is used (and the educational requirements of each)	8	List careers on chalkboard discuss each compilation of data to form a class list for future reference.	Career Education

Health

Course: HEALTH

Topic or Unit: DEPENDENCE PRODUCING SUBSTANCES **Career Objective:** CAREER PREPARATION — KNOWLEDGE & ATTITUDES

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
106. Students will investigate local businesses and how special areas are set aside for smokers for the protection of the non-smoking population.	8	Teacher assessment and class discussion of smoking and non-smoking employees, their rights and privileges.	Social Science
107. Students will set up a simulated company and decide how and if they would provide an area for the smoking customers and personnel.	8	Teacher assessment of student work and class participation.	Social Science
108. Students will visit the library and accumulate data about the shortened life expectancy of cigarette smokers and present their findings in a report on how this affects the economy as far as lost man hours on the job due to death and diseases among people who smoke.	8	Teacher assessment of student reports. Oral presentation of chosen reports.	Economics

Health

Course: HEALTH

Topic or Unit: DEPENDENCE PRODUCING SUBSTANCES **Career Objective:** CAREER PREPARATION – KNOWLEDGE & ATTITUDES

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
109. Students will form a debating team from the smoking teens and non-smoking students. Debatable subject matter a. Higher risk of premature death. b. Lost days from work due to illness. c. Restricted activity of the smoker. d. Risk increases with age. e. Percentage loss in the 45-64 year old groups of workers. f. Coronary heart disease and smoking.	8	Teacher assessment of student presentation and class comments on each subject matter debated.	Economics Social Science
110. Students will visit the library and investigate the number of man hours lost to late arrival and absenteeism among alcholic employees.	8	Class discussion after data has been collected at the library.	Social Science
111. Students will group in fours and prepare reports using graphs and histograms showing the lost man hours due to alcoholism and discuss the effect on the economy.	8	Teacher assessment of graph and class discussion. Teacher comment when appropriate.	Social Science

Health

Course: HEALTH

Topic or Unit: DEPENDENCE PRODUCING SUBSTANCES **Career Objective:** CAREER PREPARATION — KNOWLEDGE & ATTITUDES

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
112. Students will investigate three companies and the policies they hold about rehabilitation of the alcoholic.	8	Teacher assessment of student research work with various personnel directors.	Social Studies
113. Students will make a report and evaluate whether they think the company they investigated has a successful program.	8	Teacher assessment of student evaluation of company programs.	Social Studies
114. Students will list as many different practical uses for the three major dependence producing substances and discuss the pros and cons of each.	8	List on chalkboard and class discussion of: Alcohol Tobacco Marijuana and L.S.D. (drugs)	Social Studies
115. Students will discuss the reasons for professional athletes not to smoke because of the effects on their physical condition after prolonged usage.	8	Class discussion and teacher evaluation of student participation in discussion.	Physical Education
116. The school coach will speak about smoking and sports.	8	Class discussion and question answer session after discussion.	Physical Education

Health

Course: HEALTH

Topic or Unit: IMMUNOLOGY – HEMATOLOGY, SEROLOGY

Career Objective: CAREER AWARENESS & CAREER PREPARATION – KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
117. Report on the relationship of body and circulation patterns to different placement areas for injections (interdermal, subcutaneous, etc.) why these areas respond differently and types of careers that utilize this information.	8	Teacher evaluation of student reports and oral presentations of best written report to class and/or other related classes.	Social Science
118. Students will write a short (1 page) paper outlining reasons why it is important for companies to provide immunization services for their employees.	8	Teacher assessment of student papers and oral presentation of teacher – selected paper.	Social Science
119. Students will define: Hemotology Serology Immunology	8	Teacher assessment. The study of the blood. The use of serums. Immunizing and vaccinations.	English Library Skills
120. After defining the above, students will name two careers in each field of study.	8	Teacher assessment and compilation of a class list for future reference.	Social Science

Health

Course: HEALTH

Topic or Unit: IMMUNOLOGY — HEMATOLOGY, SEROLOGY

Career Objective: CAREER AWARENESS & CAREER PREPARATION — KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
121. Students will explain why it is of vital importance for lab technicians to know the four blood types and matching blood, and explain fully what happens if type A blood is given to a type B person.	8	Teacher assessment and class discussion of Ph factor and positive and negative blood types.	Social Science

Health

Course: HEALTH

Topic or Unit: IMMUNOLOGY-HEMATOLOGY, SEROLOGY **Career Objective:** CAREER AWARENESS CAREER PREPARATION-KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
122. Students will develop questions to be used when interviewing the Business Community.	5,7,8	Review student questions with class: These should include the areas of grooming, appearance, nutrition, attitudes, and responsibities.	English Creative Writing Career Ed.
123. Students will be given a teacher prepared list of willing *Business People, from the list: Students will choose 5 and interview them with the questions developed in previous activity.	3,7,8, 13,14	Written report on interview conclusions. Selected reports to be read orally in class.	English Creative Writing Career Ed.
124. Students will write a two-page paper developing a conclusion from their interviews in previous activities.	5,7,8	Papers should include the following information: a. Bromptness b. Health Status c. Nutrition d. Personal grooming and appearance e. Being willing to work and not having to work.	English Creative Writing

Physical Education

Physical Education

Course: PHYSICAL ED

Topic or Unit: GENERAL **Career Objective:** AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
1. Students will be able to list 5 occupations that can be related to a given P.E. activity.	2,3,4,5, 7,8,9, 10,12, 13,14	Class discussion of student list examples, A. A professional athlete. B. Sporting goods salesmen. C. Maintenance	All
2. Students will be able to justify a given P.E. activity to be a healthful and/or leisure time activity.	8,9,14	Class discussion, examples : A. Physical conditioning B. Thinking C. Improves timing D. Cardio-vascular E. Recreation	Recreation Home Econmics
3. Students will be able to list 3 occupations related to hand eye cordination.	1,2,3,4, 7,8,9, 10,12, 13,15	Class discussion examples : A. Doctor B. Truck Driver C. Airplane pilot D. Mechanic E. Professional athlete F. Secretary	All

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Physical Education

Course: PHYSICAL ED

Topic or Unit: GENERAL **Career Objective:** AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
4. Students will be able to relate social behavior used in a given P.E. activity to the working world.	1-15	Class discussion examples: A. Team work B. Working with others C. Self-descipline D. Attitude E. Motivation	All
5. Given a P.E. activity the students will be able to conduct a tournament demonstrating organization skills.	2,3,4,5, 7,8,9, 10,12, 13,14, 15	Teacher evaluation of students running a tournament: A. Organization B. Planning	Bookkeeping English Social Studies Math
6. Each student will be given the opportunity to take control of entire class and demonstrate leadership qualities.	1-15	Teacher assessment: A. Organization B. Planning C. Control	All

Physical Education

Course: PHYSICAL ED

Topic or Unit: GOLF **Career Objective:** AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
(See General)			
7. Given a list of 10 occupations the student will be able to select 3 occupations which will apply to the skills acquired in a Golf Unit.	2,4,5,7, 9,10,14, 15	Student report and teacher critique. Examples: Doctor Dentist Professional Athlete Secretary Painter Plumber	Business English Home Economics
8. Students will investigate and plan the designing of a golf facility.	1-7,9, 10,12, 13,14, 15	A written report descriping the cost of construction of one golf facility. Examples: 1. Putting Green 2. Driving Range 3. Pro-shop	All
9. Students will choose one of the top ten professional golfers in the P.G.A. and list the average net income for the last 3 years.	2,3,9	Student written report and class comparison.	Business Math

Physical Education

Course: PHYSICAL ED

Topic or Unit: TENNIS

Career Objective: AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
(See General)			
10. Given a yearly calendar, each student will determine the total number of days available for recreation or leisure time activity. Their days would include weekends, state and local holidays.	2,4,6,8, 9,13,14, 15	Written student report.	Recreation Health Math
11. The student will collect information pertaining to brands and prices of equipment and sportswear used in tennis.	1,3,5,8, 9,12	Student list evaluated with class discussions and comparisons. Examples: Rackets Balls Nets Shoes Pants Socks	Business Math Art
12. Students will make a list of questions to ask a manager of a pro-shop while on a field trip.	2,3,4,5, 9,10,12, 13,14	Written report on field trip and class discussion.	Math/Science Communication Consumer Ed.

Physical Education

Course: PHYSICAL ED

Topic or Unit: BADMINTON **Career Objective:** AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
(See General)			
13. Students will write to a manufacture of badminton equipment and request information on materials used in the production of shuttlecocks.	4,9,10, 12,15	Teacher assessment of students letter and follow-up information.	Math/Science Communication Consumer Ed.
14. Students will officiate a badminton match.	9,14	Teacher observation and class opinion.	Communication

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Physical Education

Course: PHYSICAL ED

Topic or Unit: VOLLEYBALL

Career Objective: AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
(See General)			
15. Given a list of locations and actual size, the students will plan and lay-out a volleyball court.	1,4,6,9, 10	Teacher assessment. Examples: Woods Beach Backyard	Math/Science Humanities Consumer Ed.
16. Students will make a list of Social behaviors that can be related to a volleyball game.	2,3,4,9, 13,14,15	Teacher evaluation. Examples: 1. Team work 2. Getting along together	Humanities
17. Students will make an oral report comparing safety precautions necessary in a volleyball activity with the precaution necessary in the world of work.	1-15	Class evaluation.	All

Physical Education

Course: PHYSICAL ED

Topic or Unit: SOFTBALL **Career Objective:** AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
(See General)			
18. Given a softball team, each student will be responsible for getting a mock sponsor.	3,4,9	Class discussion. Example: Taco Bell Advertisement Expense	Communciation Consumer Ed. Math
19. Given a position on a team, the student will write a report on the importance of that position to the rest of the team.	1-15	Teacher assessment: Examples: 1. Team work 2. Assembly line 3. Equal responsiblity	Communication Humanities All
20. Name 3 occupations that can be related to the communication necessary on a softball field.	1-15	Class discussion. Examples: Any Job 1. Following direction 2. Knowing situations and what may occur in that situation.	All

Physical Education

Course: PHYSICAL ED

Topic or Unit: WEIGHT TRAINING **Career Objective:** AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
(See General)			
21. Students will state 3 benefits received in weight training that can be applied to an occupation.	1-15	Oral report. Examples: Cardio-vascular Flexibility Endurance Strength	All
22. Guest Speaker on Universal Gym Set. Students will write a report on speaker.	2,3,9, 10,12, 13	Students report on guest speaker Example: Health Nutrition Salesman Advertisement Promotion	Communication Consumer Ed.

Physical Education

Course: PHYSICAL ED

Topic or Unit: BASKETBALL

Career Objective: AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
(See General)			
23. In fifty words or less students will relate free-throw shooting in a game situation to an occupation of their choice.	2,3,12, 13,14	Class discussion. Examples: Salesman on a one to one basis with a purchaser. 1. Self-control 2. Confidence 3. Pressure	Communication Humanities
24. Students will write a report explaining why playing by the rules is important.	1-15	Teacher assessment. Social behavior and attitude values of living by laws.	All

Physical Education

Course: PHYSICAL ED

Topic or Unit: SWIMMING **Career Objective:** AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
(See General)			
25. Given the names of two U.S. Olypmic swimmers each student will write a report on the time alloted by each swimmer for practice, eating habits and rest.	11,8,7	Class discussion on report. Examples: Nutrition Motivation Self-discipline	All
26. The students will be able to name 3 occupations that require the ability to swim.	11,8,7	Teacher assessment. Examples: 1. Life Guard 2. Swimming instructor 3. Commercial Diving	Recreation Communication Health

Physical Education

Course: PHYSICAL ED

Topic or Unit: ARCHERY

Career Objective: AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
(See General)			
27. Students will test 3 professions that can be related to the skills acquired in archery i.e., judging distance and angles.	1,4,7,9,10	Teacher assessment. Examples: Airplane pilot Driving Truck	Math/Science Communications
28. Given the topic math, write a paragraph relating math to archery.	4,10,9	Class discussion. Examples: Computing distance Computing angle	Math/Science

Physical Education

Course: PHYSICAL ED

Topic or Unit: WRESTLING **Career Objective:** AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
(See General)			
29. The students will attend a wrestling match and write a report on possible occupation that can be related to a wrestling match.	3,5,8,9, 10,12, 13,15	Class discussion. Examples: Advertisement Concession sales Sporting goods sales Refereeing Announcing Janitorial Towel Service	All
30. The students will write a report on the importance of weight control necessary in wrestling to the working world.	8,9,10, 15	Oral report, class discussion. 1. Fatigue 2. Heart stress 3. Circulation 4. Lethargic	All

Physical Education

Course: PHYSICAL ED

Topic or Unit: TRACK **Career Objective:** AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
(See General)			
31. The students will do an individualized study and a written report on the effects of jogging as related to a given occupation.	8,9	Teacher assessment and class discussion. Examples: All occupations rely on physical conditioning, muscle tone, etc.	Humanities
32. The students will attend a track meet and write a report on the different occupations that can be observed at a track meet.	3,4,5,8, 9,10,12, 15	Teacher assessment. Examples: Concession sales Announcing Starters Timers Maintaince Coaches Trainers Equipment	All

Physical Education

Course: PHYSICAL ED

Topic or Unit: SOFTBALL

Career Objective: CAREER AWARENESS CAREER PREPARATION - KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
33. Students will assume the job of a softball referee. (any sports official)	3,9,14	The students will critique the job done by the officials orally. Using the following questions: 1. Were all calls called correctly? 2. Were they able to control outbursts over close calls? 3. Were they in good position to see plays?	English Speech
34. Students will orally list the job skills they feel a softball referee should possess.	3,9,14	Teacher will receive and write on board responses given by students.	English
35. Students will choose a specific job skill from the list, investigate their skill and give an oral presentation to the class.	3,8,9, 14,15	Students and teacher will critique the reports orally.	English Social Science

Physical Education

Course: PHYSICAL ED

Topic or Unit: POSTURE

Career Objective: CAREER AWARENESS CAREER PREPARATION: KNOWLEDGE, ATTITUDES

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
36. Upon completion of a posture evaluation students will compile a list of jobs necessitating good posture.	1-15	Each student will be asked to give a response.	English
37. Students will discuss the reasons for having good posture and what good posture means to a job interviewer in terms of first impressions.	1-15	Discussion should contain words such as: 1. Alertness 2. Confidence 3. Concern	Health Social Science English
38. Students will list 5 values of good posture and relate each value to job	1-15	The teacher will evaluate the paper in terms of spelling, grammar, content. Content should include: 1. Aesthetic values 2. Social values 3. Economic values 4. Physiological values 5. Psychological values	English Health Social Science Economics

Physical Education

Course: PHYSICAL ED

Topic or Unit: FITNESS AND MOVEMENT

Career Objective: CAREER AWARENESS CAREER PREPARATION - KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
39. After experiencing the proper mechanics of movement the students will work in discussion groups, to discuss how the different movements are used in different occupations. Areas to be covered: 1. Walking up and down stairs 2. Running 3. Sitting and rising from a chair 4. Sitting on floor 5. Stooping 6. Lifting 7. Carrying 8. Push and Pull 9. Reaching Overhead 10. Throwing 11. Catching	1-15	Each group will be responsible for giving an oral summary of the jobs discussed in terms of their movement.	English Health Social Science

Physical Education

Course: PHYSICAL ED

Topic or Unit: FITNESS AND MOVEMENT

Career Objective: CAREER AWARENESS CAREER PREPARATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
40. After completion of above activity the groups will orally state 3 jobs that relate to their movement and show how it relates to job efficiency.	1-15	The oral report will be evaluated by the teacher. The report should include areas of injury prevention, retard fatigue, improvement of aesthetic qualities.	English Health
41. Students will list examples of jobs requiring average amounts of excerise, great amount of exercise and below average amounts of exercise.	1-15	Instructor will evaluate students by each student listing or describing a job under each category to be written on the board.	Health English
42. After completing the above task students will state in writing reasons why there is a need for additional exercise when working.	8,9	The reasons being evaluated should include: 1. Improvement of all aspects of motor fitness. 2. Improved circulation to cardio vascular functions. 3. General improvement in health, resistance to fatigue.	Health English

Physical Education

Course: PHYSICAL ED

Topic or Unit: FITNESS AND MOVEMENT

Career Objective: CAREER AWARENESS CAREER PREPARATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
43. Students will orally state the list of jobs that require the component of flexibility and the teacher will make a compilation on the board.	1-15	The students will give a minimum of 1 response.	Health Social Science
44. Students will orally state the jobs that require the components of agility and the teacher will make a compilation of the board.	1-15	Students will give a minimum of response.	Health Social Science
45. Students will orally list jobs that require the components of endurance and the teacher will make a compilation on the board.	1-15	Students will give a minimum of 1 response.	Health Social Science
46. Students will orally list jobs that require the component of balance and the teacher will make a compilation on the board.	1-15	Students will give a minimum of 1 response.	Health Social Science

Physical Education

Course: PHYSICAL ED

Topic or Unit: FITNESS AND MOVEMENT

Career Objective: CAREER AWARENESS CAREER PREPARATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
47. Students will orally list jobs that require the component of strength and the teacher will make a compilation on the board.	1-15	Students will give a minimum of 1 response.	Health Social Science
48. Students will orally list jobs that require the component of power and the teacher will make a compilation on the board.	1-15	Students will give a minimum of 1 response.	Health Social Science
49. Students will orally discuss 3 jobs that require 3 or more of the above components. The discussion will be directed toward job efficiency and fitness.	1-15	Students will write 3 main points they attained out of the discussion.	English Social Science

Physical Education

Course: PHYSICAL ED

Topic or Unit: FITNESS AND MOVEMENT

Career Objective: CAREER EXPLORATION CAREER AWARENESS CAREER PREPARATION - KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
50. Students will visit a Health Spa, tour the facilities and become aware of the various careers possible in a fitness institution.	8,9,13	Students will list the careers they saw and the student listing the most will win a prize.	Health Social Science Business
51. Students will choose one of the careers involved in a health spa and investigate the requirements. 1. Education 2. Wages 3. Working hours	8,9,13	Completeness of list, accuracy, comprehensiveness.	Health English Science

Physical Education

Course: PHYSICAL ED

Topic or Unit: NUTRITION AND DIET

Career Objective: CAREER AWARENESS CAREER PREPARATION - KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
52. Students will list the jobs in the area of food and or food control.	5,8,1, 2,6,14, 10,12, 11	Teacher assessment of list on chalkboard.	English Social Science Health Science
53. Students will list the jobs in the area of drug and or drug control.	1,2,5, 6,8,10, 11,12, 14	Teacher assessment of list on chalkboard.	English Social Science Health Science
54. Students will state the need for good diet to adequate function of body for work. (orally or in written form)	1-15	Teacher evaluation of written reports. Teacher will choose best reports to be given orally with a class critique of report.	Health English Social Science
55. Invite a Dietician to the class to speak about proper diet and all food careers.	5,8,13, 15	Class discussion and interview of dietician.	Science English Health

Physical Education

Course: PHYSICAL ED

Topic or Unit: DIET AND NUTRITION

Career Objective: CAREER AWARENESS CAREER EXPLORATION CAREER PREPARATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
56. Students should prepare questions for the dietician such as: 1. What do you do on the job? 2. What education or special training is needed for your job? 3. What is your work day like? 4. What do you like about your job? 5. What do you dislike about your job? 6. What is your salary?	1,5,8, 13,14	Class discussion of questions and answers and thank you letter.	Science Health English
57. Students will formulate (through class discussion) a master list of those jobs demanding a perfect diet, requiring alertness: requiring abstinence from all drugs substances for general safety.	1-15	Class discussion and teacher assessment of list on chalkboard.	Health Science English
58. Students will tour a Diet kitchen at a local hospital and become aware of the different jobs associated with that aspect of the hospital.	3,5,8, 13,14	Students will make a list of jobs they observed.	Science Business Health

Physical Education

Course: PHYSICAL ED

Topic or Unit: DANCE

Career Objective: CAREER AWARENESS CAREER PREPARATION - KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
59. During an improvisation session students will be given certain occupations in which they will protray the occupation through dance. The occuaption will only be known by the dancer.	1-15	Class discussion of what occupation the dance was portraying and class critique of performance.	Health Humanities
60. Students will go to a dance production and visit backstage to become aware of all occupations involved with a dance production.	2,3,5, 4,7,10, 12,15	Students will list all occupations they saw during the tour.	Health Humanities
61. Students will use the technique of pantomine to act out an occupation.	1-15	Students will try to guess what the occupation and class critique of pantomine.	Health Humanities
62. Invite a local dance instructor to come in and speak about the jobs and skills involved with a dance occupation.	3,5,7, 9,10, 12,14	Interview and class discussion of questions and answers.	Health Humanities

Physical Education

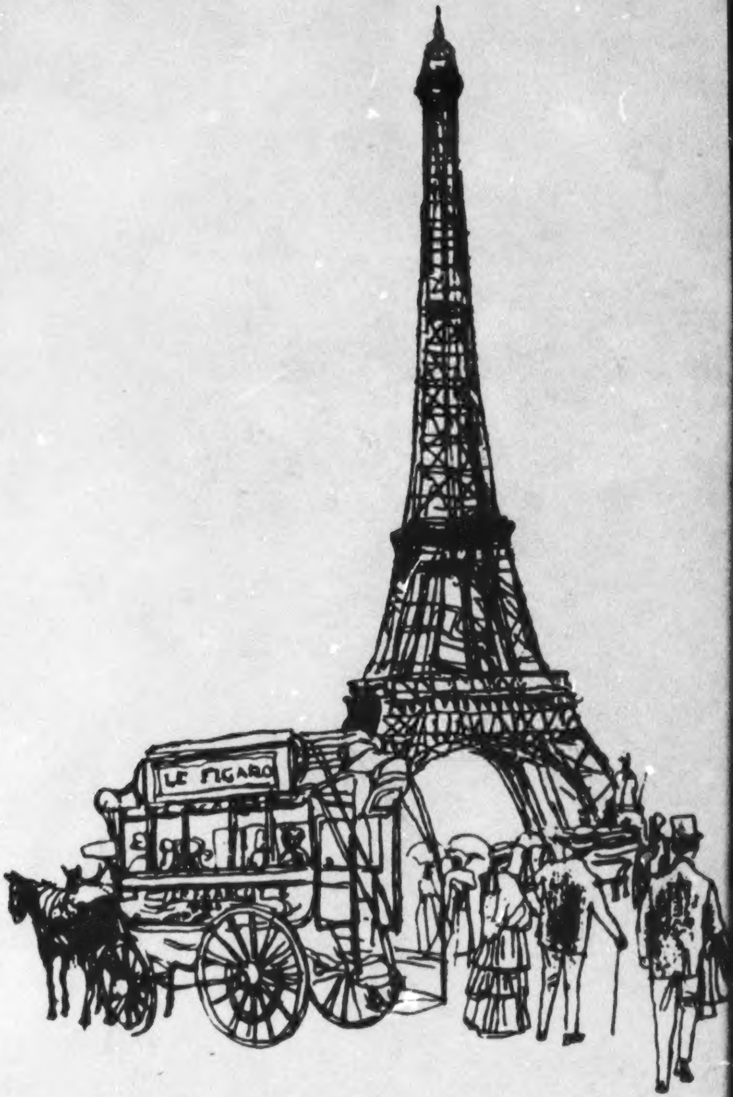
Course: PHYSICAL ED

Topic or Unit: GYMNASTICS

Career Objective: CAREER AWARENESS CAREER PREPARATION - KNOWLEDGE

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
63. Role-playing students will assume they are a gymnast and list 10 skills they feel a woman gymnast must possess to be successful in her career.	1-15	Teacher assessment of completeness of list. Example: Modeling Dance	English
64. Students will relate the above list of skills to other careers.	1-15	Teacher assessment of careers listed.	English Social Science Business
65. Invite a City Recreation Director to come in and speak about the careers in City Recreation and the Gymnastic program.	2,3,4, 5,7,9, 14	Interview and class discussions of prepared questions and answers.	English Health Social Science
66. Students will set up a Gymnastics Meet, organizing the times, date, meet director, judges, advertising and etc.	2,3,7, 9,14, 15	Teacher assessment of planning. Class critique of meet.	Math English Social Science Business

Foreign Language



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Foreign Language

Course: SPANISH

Topic or Unit: GRAMMAR/FLUENCY **Career Objective:** AWARENESS / PREPARATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
1. Student will compile a list of ten verbs (minimum) relating to a particular occupation of the student's own choosing.	3,7	Teacher will score accuracy of student response. 1. spelling 2. Relevance of verb list - does each word on list relate to students occupation? 3. Completeness of assigned tasks Example: Occupation: translator 1. to listen 5. to translate 2. to speak 6. to type 3. to write 7. to think 4. to read 8. to judge 9. to travel 10. to introduce	English Sociology E.S.L. Public speaking

Foreign Language

Course: SPANISH

Topic or Unit: GRAMMAR/FLUENCY **Career Objective:** AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
2. Students will: A. read orally B. translate each verb C. conjugate each verb D. explain to the class, how and why each verb relates to his chosen field of occupation.	3,7	Class discussion: teacher assessment of student responses.	
3. Using his chosen occupation, the student will list, in Spanish occupations related to this chosen occupation.		Teacher test: Oral and or written.	
4. Students will be able to read his list orally and translate it to English from memory.			

Foreign Language

Course: **SPANISH**

Topic or Unit: GRAMMAR/FLUENCY

Career Objective: AWARENESS / PREPARATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
5. Students will prepare a written description of their chosen occupation including: a. description of job. b. qualifications. c. lists of related jobs.	3	Completion of standards for written reports, set by teacher: a. length b. correctness of sentence structure, word usage. c. accuracy, completeness of information.	
6. Students will memorize and present report orally to the class.		Students' critique of presentation to be done on individual "score sheets". Results to be compiled and given back to student immediately for correction.	

Foreign Language

Course: SPANISH

Topic or Unit: GRAMMAR/FLUENCY

Career Objective: AWARENESS / PREPARATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
7. Students in groups of two will write a Spanish dialog typifying a job interview situation for their chosen occupation. One of the students will write the questions and or comments of the interviewer. The other students will write the answers and or comments of the job applicant.	3,7	Students must meet standards set by teacher: 1. minimum 4 lines of dialog from each student. 2. Correctness of grammar sentence structure. Final draft should be 100% accurate.	English E.S.L. Public speaking
8. Students will present their written dialog orally to the class.	3,7	Student critique of each presentation. Critique should include: 1. Did students speak clearly with intonation? 2. Was Spanish spoken correct? 3. Was dialog to the point?	

Foreign Language

Course: **SPANISH**

Topic or Unit: BUILDING — FOODS

Career Objective: PREPARATION / EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
9. The student will after investigating and studying literature on job opportunities in food services, compile and commit to memory a basic list of vocabulary words in Spanish and English commonly used in occupations related to foods.	5	Oral and written teacher-made tests on vocabulary lists in Spanish and English	E.S.L. Sociology English
10. After successful completion of the previous activity(#9) two or more students will act out in Spanish a restaurant scene (props, scenery may be included to reinforce learning) in which one person is the waitress or waiter and one or more students are the customers. The waitress will ask them for their "order" and the "customers" will respond, etc. The first time this is done, a written script may be used, but the activity should be repeated for its reinforcement value and should be done without a script to assure mastery of given vocabulary.	5	Teacher evaluation of accuracy of students' pronunciation, intonation. Sincerity of presentation should also be included in evaluation. and/or student critique: students evaluate each other's performance on a rating scale of 1 to 5 Items to be rated should include: 1. clarity of pronunciation 2. intonation 3. fluency 4. length and complexity of dialog.	

Foreign Language

Course: SPANISH

Topic or Unit: BUILDING — FOODS

Career Objective: CAREER PREPARATION / EXPLORATION

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
11. Students will make a set of flash cards of a basic working vocabulary in Spanish of foods, cooking utensils, etc. and will master them orally and in written form.	5	Teacher test (oral and written) using flash cards as cues.	English E.S.L. Art Health
12. Students will make a word-search puzzle using Spanish vocabulary words related to the field of foods. Puzzles may be duplicated for the use by the entire class.	5	Teacher evaluation: Completion of the three parts of the puzzle. Teacher must check all three sheets for accuracy before duplication.	English E.S.L. Art Health

Foreign Language

Course: SPANISH

Topic or Unit: PUBLIC RELATIONS **Career Objective:** CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
13. Student will look in the want-ad section of the newspaper for all the jobs listed having to do with foods and food preparation.	5	Student will report his findings to the class to be followed by a class discussion of his findings and their significance in terms of employment opportunities in the foods field.	English E.S.L. Health Consumer Services
14. In as many cases as possible, the student will call each listing and find out if a knowledge of Spanish is 1. unneccessary 2. desirable or, 3. essential	5	Student will report his findings to the class to be followed by a class discussion of his findings and their significance in terms of employment opportunities in the foods field.	

Foreign Language

Course: SPANISH

Topic or Unit: PUBLIC RELATIONS

Career Objective: CAREER AWARENESS

ACTIVITY	U.S.O.E. CLUSTER	EVALUATION	RELATED SUBJECTS
15. Invite a guest speaker from one of the local restaurants or food service companies to inform students of job opportunities in the food fields and requirements for employment, including the need for a foreign language. (For this activity, a Mexican-American speaker might be preferable.)	5	Students are to take notes on speaker's lecture. Teacher evaluation may be based on completeness and accuracy of notes and a class discussion after guest speaker presentation.	English E.S.L. Health
16. Invite a speaker who is a native of a Latin American country where Spanish is the principle language to speak on; The customs of the people, (lifestyle, food, etc.) as well as employment opportunities related to travel and language.	15	Class discussion: or written assessment of the talk. Each student will list 5 or more jobs related to travel and foreign language; such as; 1. airline stewardess or steward 2. customs worker 3. export and import worker 4. interpreter and translator 5. teacher 6. secretary etc.	General Education aviation Business English